

# ENGLISH



as the main  
foreign language

7



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*Student book*

# English

*as the main foreign language for the 7<sup>th</sup> grades  
of general secondary schools*

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# Reading

## UNIT 1 SCHOOLS AROUND THE WORLD

(1) Discuss the questions with a partner.

- What do you like about your school?
- What changes would you like to see in your school?

(2) Read the article and match the paragraphs (A-D) to the pictures (1-5). One picture is extra.

a local person  
a person who lives in a specific country, city or town you are talking about

the government  
the group of people who rule the country

to take a nap  
have a short sleep

flood  
flowing of water onto land more than its normal limits

### A Fan from China

I live in a small village called Miao in China. In the past, there were no school buildings in my village. So, in 1984, the local people started a school in a cave because they didn't have any money to build a school. There were only eight teachers and 186 students then.



The students spent about six hours daily to travel to and from the school. The government closed the school after 23 years because the villagers were not happy about it.

### B Andrew from the USA



I study at the West Philadelphia School of the Future. In my school, we do not use any books. Instead, we use computers. There is a smartboard in each classroom. In 2006, my school welcomed its first students. In the beginning, it wasn't easy for teachers and students because they didn't know how to use computers and smartboards. But now we don't have these problems anymore. Most of the students in our school study hard and get high grades in mathematics and reading.

### C Nick from the USA

My school, my rules! Yes, Brooklyn Free School is just great! There are no rules. There are no tests, homework, or grades. We make the school rules ourselves. We can choose any class we want. We can play, walk around, or just take a nap during the lessons.



We often watch and discuss TV shows. A student can call a meeting and discuss his or her ideas with the whole school. The school director wants every student to find his or her own way.

### D Dinita from Bangladesh

Millions of people in my country have no clean water or electricity because we often have floods in my country. Because of the floods, many students cannot attend schools. To solve this problem, people built boat schools. The boat schools have computers, internet access and a small library. These schools are open when there are floods in the country. The boat schools pick students up from riversides. When the class is over, the boats return the students their homes.



- 3 Read the text again. Match the sentences to the paragraphs in Task 2. One sentence is extra.

- 1 Most students at this school are good at two subjects.
- 2 Students at this school can do everything they want.
- 3 Students at this school take tests every week.
- 4 Students at these schools don't go to schools, but the schools come to them.
- 5 Students do not study at this school anymore.

- 4 Find the synonyms of these expressions in the text.

- 1 organise a meeting (Paragraph C)
- 2 go to school (Paragraph D)
- 3 take students (Paragraph D)

- 5 Discuss the questions with a partner.

- What problems do you think children in the schools you read about have?
- Which school wouldn't you like to study at? Why?

# Vocabulary

- 1 Read, listen and repeat.



1. annoying

making sb  
feel a little  
angry

2. terrifying

very scary

3. freezing

very cold

4. enormous

very big

5. fascinating

very  
interesting

6. delighted

very  
pleased

7. exhausted

very  
tired

8. incredible

very difficult  
to believe

- 2 Complete the sentences with the words from Task 1. Answers may vary.

1. You shouldn't talk when others are talking. It's annoying.
2. Using computers instead of books is really **★★★**.
3. An idea of a classroom on a boat sounds **★★★**.
4. Do you also feel **★★★** after a long day of school?
5. Our teacher was so **★★★** because we won the first place award in the race.
6. Remember to wear your warm jacket and hat. It's **★★★** outside.
7. The new school building was **★★★**. It was hard to find the way to our classroom in the first week.
8. We could hear the wolves in the forest at night. That was really **★★★** and we couldn't sleep.

- 3 Listen to four people describing the place where they are.  
Match the people to the kind of place they are in. One is extra.



- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4

a) enormous

b) incredible

c) freezing

d) annoying

e) terrifying

**4** Talk to your partner about the schools below. Use the lesson vocabulary.

- Would you like to study there? Why or why not?

**1** The Brightest Elementary School,  
Sweden



*They turned corridors into libraries.*

**2** Gari Chapidze's Playschool,  
Rustavi, Georgia



*They turned an old airplane into a classroom for local students.*

**3** City Montessori school,  
Lucknow, India



*52,000 students study at this school  
and it has 1,050 classrooms.*

**4** The 'Koninklijk Atheneum' school  
in Zottegem, Belgium



*The students and teachers enjoy their break time with a slide.*

**5** Walk and talk to three classmates about the things that are ...



# Grammar A

(1) Read the conversation between Megan and Elan and answer the question.

- What is the conversation mainly about?

- Megan's summer trip
- Megan's photos
- Megan's forest school



**Megan:** Elan, why do you look so bored? Let me show you the photos from my last school.

**Elan:** Wow! What a different classroom it is! Did you have classes outside?

**Megan:** Yes, we did! It was a school in the forest.

**Elan:** A school in the forest? I am confused now. It sounds exciting and a little frightening!

**Megan:** Why frightening?

**Elan:** Aren't there any bears or wolves in the forest?

**Megan:** You are so funny, my friend. There were not any wolves or bears and we had lessons outside only in summer. We all felt so relaxed in the fresh air! The school building was in the forest and we had lessons inside the building. Have a look! I will show you the photos of the classrooms.

**Elan:** It's really interesting. Let me look.



## GRAMMAR TARGET

### Adjectives ending in

-ed and -ing

To describe how people feel

To describe a situation, thing or a person that causes the feelings

#### Notes:

worry → worried → worrying

frighten → frightened → frightening

(2) Complete the table with the correct forms of adjectives. You can find some of them in Task 1.

Verb	Adjectives ending in -ed	Adjectives ending in -ing
1. interest	interested	interesting
2. excite	excited	★★★
3. surprise	surprised	★★★
4. shock	shocked	★★★

4. frightened	frightened	★★★
5. annoy	★☆☆	annoying
6. bore	★☆☆	boring
7. relax	★☆☆	relaxing
8. confuse	★☆☆	confusing
9. worry	worried	★★★
10. terrify	★☆☆	terrifying

3) Listen to four people and choose the correct option.



1. This person feels bored/worried/surprised
2. The situation is relaxing/frightening/annoying
3. This person is excited/terrified/bored
4. The film is frightening/relaxing/interesting

4) Choose the correct adjectives

0. don't want to go to bed now. This film is so interested/interesting.
1. don't understand this game. The rules are very confusing/confused.
2. remember was so tired/dring after our first match
3. This news is so excited/exciting!
4. want to change this book. It's so bored/boring
5. The baby heard the noise and got frightened/frightening

5) Complete the sentences with the correct adjective form of the verbs in brackets.

0. All students were shocked when they heard the news. (shock)
1. Kate and Jane are so ★★★ to meet her new English teacher (excite)
2. It rained all day long and we couldn't go out. It was so ★★★ (bore)
3. Why are you so ★★★? Your project won because it was the best! (surprise)
4. Ben never holds the door for the person behind him. It is so ★★★ (annoy)
5. Mum is ★★★ about you. Why are you so late? (worry)

6) Choose five adjectives from the table in Task 2. Write five questions and interview your partner.

What's the best movie you've ever seen?

What's the most interesting subject?

# Grammar 8

- 1) Read the conversation between Nick and his grandfather and complete the sentence. Choose a, b or c.

- a) They are mainly talking about ★★★
- b) the problems of elderly people
- c) Nick's plans
- d) grandpa's dream

Nick: Did you have a dream in your childhood?  
Grandpa: Yes, of course I did. I always wanted to study at university, but you know I couldn't because I had a big family to take care of.  
Nick: I think it's never too late to realise your dream.  
Grandpa: I'm too old to become a student now.  
Nick: There is a university for elderly people called University of the Third Age. You can study there.  
Grandpa: That sounds interesting, but I don't think I'm young enough to learn new skills. Don't you think I'm too tired to study for exams?  
Nick: Come on, grandpa. I know you are brave enough to start a new chapter in your life.



## GRAMMAR TARGET

**Too + Adjective + Infinitive**  
(has a negative meaning)

more than needed to do sth

I'm **too old** to become a student now.

**Adjective + Enough + Infinitive**

as much as needed to do sth

I don't think I'm **young enough** to learn new skills.

- 1) Read the conversation in Task 1 again and find other examples with **oo** and **enough**.

**Too + adjective + Infinitive**

★★★

**Enough + adjective + infinitive**

★★★

3) Complete the sentences with **too** or **enough**.

- 0 We cannot buy this car. It's too expensive **to buy**.
1. We need to take a taxi to their house. It's **too far** to walk.
- 2 Are you tall **★☆★** to reach that shelf?
3. He isn't fast **★☆★** to win the race.
- 4 Jim is **too young** to drive a car.
5. The music is **too loud** to relax. Please, turn the radio off.
6. Mark isn't tall **★☆★** to play basketball.

4) Use the words in brackets and **too** or **enough** to complete the sentences.

0. I don't want this tea. It's **too cold** to drink. (cold)
1. Help your brother. He is **too frightened** to continue the game. (frightened)
2. They were **too tired** to understand politics easily. (tired)
3. The questions were **too difficult** to solve. I asked the teacher for help. (difficult)
4. The film was **too boring** to watch till the end. (boring)
5. My friend Jane is **too strong** to win the race. (strong)
6. Our new neighbour is **too impolite** to become friends with. (impolite)

5) Complete the sentences with your own ideas using infinitives.

0. The girl was too young **to drive a car**.
1. The joke was funny enough **to tell**.
- 2 Mrs Brown is too sick **to go to work**.
- 3 This math problem is easy enough **to solve**.
4. This room is too noisy **to sleep**.
5. They are brave enough **to jump**.
6. You shouldn't be too worried **to go**.

6) Look at the pictures of elderly and young people at university. Use **too** and **enough** and talk about the differences and similarities between studying at young and old ages.



# Listening

- 1) Look at the picture of Agora school in the Netherlands and discuss the questions below.

- What do you think is special about this school?
- Would you like to study at this school? Why or why not?



- 2) Listen to a talk about Agora school and answer the question.  
Choose a, b or c



What makes this school special?

- a) Its unique learning system
- b) its rich daily menu
- c) its big number of students

- 3) Listen again and complete the sentences

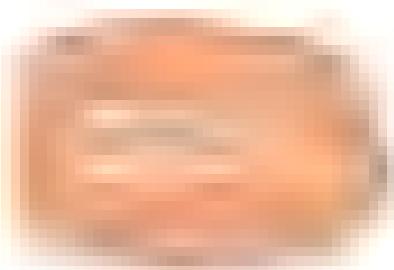


1. The school started in \*\*\*
2. The number of students at Agora is \*\*\*
3. Age groups at Agora are from 12 to \*\*\*
4. The students make \*\*\* in the morning.
5. During quiettime students \*\*\* or \*\*\*

- 4) Look at the pictures of the students from Agora school. What do you think they are doing in each picture?



- 5) Discuss the questions with a partner.



# writing



Use **and** to connect two ideas in sentences. *My school is big and beautiful. The school trip was fascinating and everyone was pleased.*

Use **but** to show contrast. Put a comma before **but**. *I go to school, but my sister doesn't.*

Use because to explain why we do something. I am happy because all my grades are good.

Use so to show a result. Put a comma before so if you are connecting two sentences. I studied well, so all my grades are good.

And joins two or more similar things in affirmative sentences like math and English.

Or connects two or more similar things in negative sentences. There are no tests, homework, or grades at our school.

Or connects two or more choices or alternatives. I would like to study at a university in Italy, Canada, or England if I can go to all three places I'll choose one.

1) Complete the sentences with **so**, **and**, **or**, **but** and **because**.

- At our English lessons we often watch videos and discuss them.
  - People in my village don't have money to build a school. ★★★ they used a cave as a school.
  - At the beginning of the year, it was difficult for the students to use smartboards. ★★★ now all of them can work on the smartboard.
  - The school director was delighted ★★★ we won the first place award in the math Olympiad.
  - Are there any best ★★★ cave schools in your country?

**(2) Choose the correct option.**

- 1. We use ★★★ at the beginning of the story.**

a) after that                  b) finally                  c) first

**2. We use ★★★ at the end of the story.**

a) then                  b) finally                  c) first

3. We don't put a comma after **★★★**

- a) luckily      b) then      c) after that

4. We use **★★★** to show that something happened unexpectedly

- a) fortunately      b) finally      c) suddenly

5. We use **★★★** to show that some bad things happened

- a) luckily      b) finally      c) unfortunately

3) Complete the sentences with *first or luckily, then, fortunately and after that*

A group of foreign students visited our school yesterday. It was a task for my class to guide them in the school. 1. **First**, we showed them the school and visited different classes. 2. **★★★** we had lunch together in the canteen. 3. **★★★** we attended a PE lesson and played volleyball together. 4. **★★★** one of our classmates hurt his leg. The doctor examined his leg and said everything was OK. 5. **★★★** he could walk and was with us till the end of the day. It was a fun day.



4) Complete the sentences with these words.

A fact      An opinion

1. **★★★** is a true statement. We can test and prove it.

2. **★★★** is what a person thinks or feels about something. It is not 100% true or false.

**NOTE** We use *think, believe, feel, in my opinion* when we write our opinions.  
It's good to give a reason and an example when we write our opinions.

**Example**

I believe that it's difficult for teachers to work in coal schools because they are small and sometimes dangerous.

In my opinion, all schools should have buildings.

5) Write your opinions about the topics below. Use *I think, I believe, I feel* and *In my opinion*.

An ideal school

Learning at an old age

Doing homework

A good student



Меркі таңдағаның Радикалдан болған

Patricia Pollio is a member of the American  
Academy of Arts and Letters, and an hono-  
rable woman born in Asia.



The 4-1 in 1944 Paterno  
Paterno wrote and  
illustrated her first  
book at the age of 4.  
Her books are popular;  
distributed the world over  
she has a 1 mil. record for her  
books.

A purple play button icon is positioned at the top left of the slide. To its right, the title "THANK YOU, MR FALKER" is written in a large, purple, serif font.

BY PATRICIA POLACCO

## PART I

Trisha the wise girl in the family grew up loving books. Her mother read to her every night. Her brother brought his books home from school and read them to Trisha. She often visited her grandparents and they also read interesting stories to her.

At the age of 5 she went to kindergarten. Most of all she wanted to read. Some of the kids in her class began to read. But not Isha.

So I started being more because she can draw. The other kids are great students at her drawings.

In the first grade you'll learn to read her brother said.

In the first grade Trisha sat in a circle with the other kids. The other kids could see the letters and hear the words. But Trisha saw only lines where pages she couldn't read. Some times her teacher read to the next person and sometimes she helped her with every single word. Months passed. Everyone in Trisha's class could read well, but Trisha couldn't. She began to feel "d different." She began to feel stupid.

Reading was very difficult for Trisha. And numbers were the bane of her life. She never added anything right.

Then one day her mother got a job in another city. The little girl didn't want to go there. Then she said to herself, "The teachers and kids in my new school don't know how stupid I am. So, I can have a better life there."

She and her mother and brother moved across the country. It took them five days to get to a new place.

But at the new school it was the same. She tried to read, but she couldn't. The children would hit, hit her. She was running like a baby in the running race.

She was also very bad at math. She gave the wrong number every time. "Get up!" a boy shouted on the playground. "Why are you so slow?" Other kids stood near him and laughed. Trisha felt very bad and started crying.

Trisha didn't want to go to school. "I have a sore throat," she often said to her mother. Or "I have a stomachache." She dreamed more and more and she drew more and more.

Trisha started the first grade. There was a new teacher called Mr. Parker. He was thin and tall.

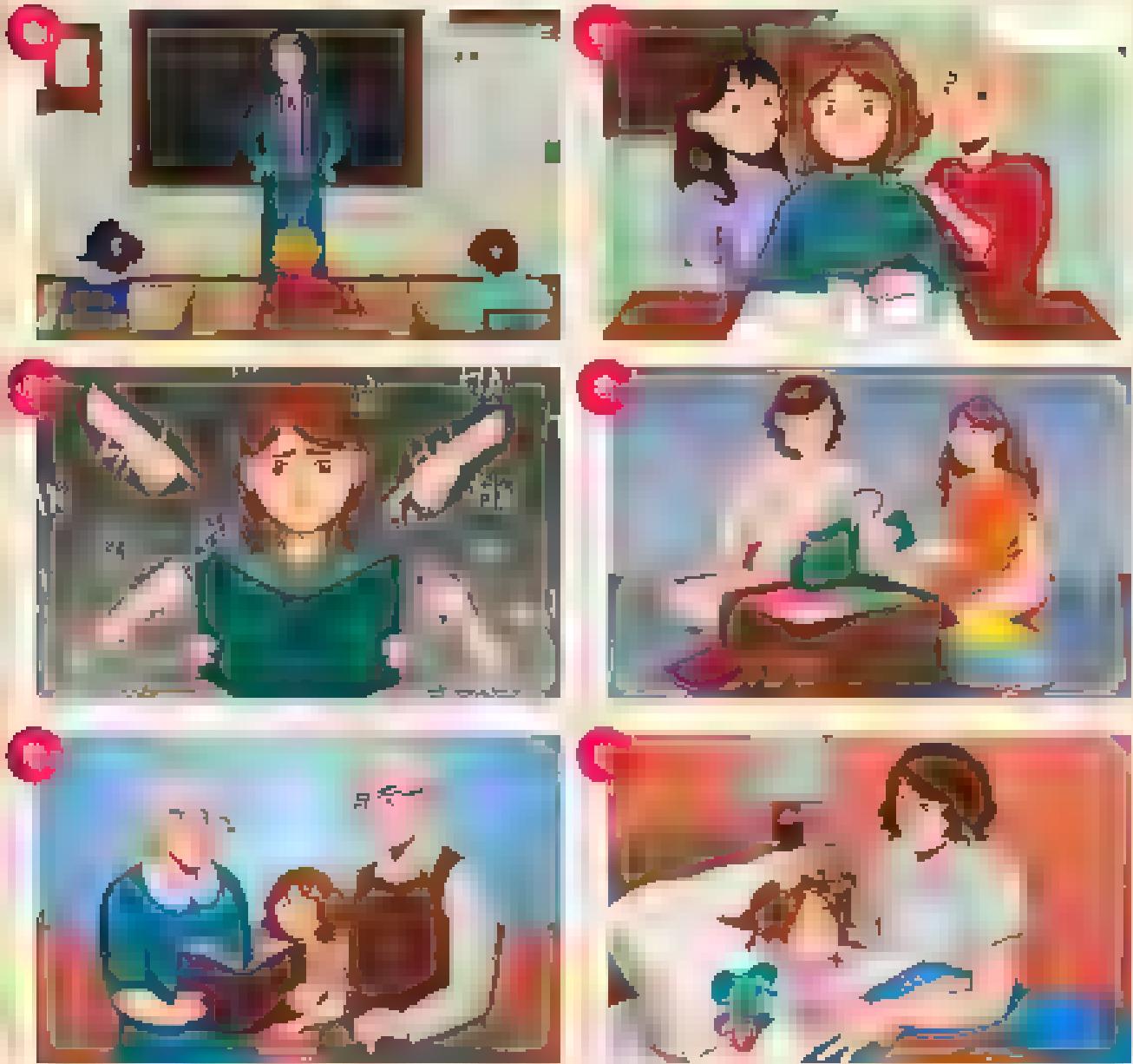
Once Mr. Parker saw Trisha's pain and he said, "This is brilliant! Do you know how talented you are?"

The next day Trisha stood up and read. The kids began to laugh loudly. Mr. Parker said, "Stop! Are all of you so perfect? Do you care to look at another person and find a mistake?"

That was the last day anyone laughed at Trisha. Now only Eric made fun of her. Trisha didn't know why. He walked to her by the door of the classroom and pulled her hair. Trisha was afraid. She was not always felt scared and angry.

*To be  
continued...*

(1) Look at the pictures and put them in the right order.



(2) Answer the questions.

- 1 What was hard for Trisha at school?
- 2 What did Trisha see on the pages?
- 3 How did Trisha feel about herself?
- 4 Why didn't she want to go to school?
- 5 Why did the children stop laughing at Trisha?

(3) Talk to your partner. What do you think will happen next?

# TIME TO WATCH

## Asking for permission

- 1) Look at the picture and discuss the questions.

- Where are Shams and Katelyn?
- What do you think they are talking about?



- 2) Watch the video and complete the sentences.

- Katelyn needs a pen because she wants to ★★★
- Shams advises Katelyn not to open the window because ★★★
- They drink water outside because they don't want to ★★★

- 3) Watch the video again and complete the sentences.

- I'm sorry to ★★★ you, but could I borrow your pen?
- I'm sorry, but you'd ★★★ not.
- Please ★★★ to turn it on.

- 4) Answer the questions.

- What other expressions in the video mean the same as Can ...?
- Someone asks for permission to do something. What expression in the video can you use to say that they shouldn't do it?
- Which expressions in the video can you use to give permission to someone to do something?

- 5) Role-play the situation.



You are a new student in a class. Ask for your classmate's permission to use his/her things.



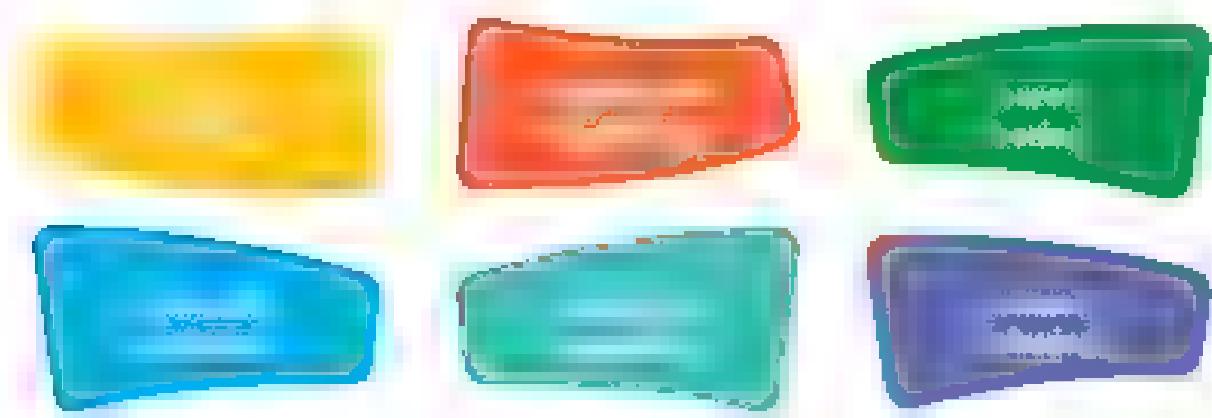
You have a new classmate. Answer his/her questions.

# Review

## 1) Choose the correct option.

0. Many students in Bangladesh couldn't attend schools because of goods/clouds.
1. Students in Brooklyn Free School can make/take a nap during school hours
2. All of the travellers felt enormous/exhausted after a very long trip to the mountains.
3. What a buzzing/fascinating view it is! I would like to visit this place one day!
4. I cannot believe there are cave schools in the world. That's delighted/incredible.
5. The sound was so loud and terrifying/fascinating. We were really scared.

## 2) Use the correct form of the adjectives to complete the sentences



0. Leyla was so excited to see her best friend again after eleven years!
1. Don't wear that mask to the party. You look ★★★
2. There was nothing interesting about that show. We all were so . . .
3. I couldn't hear the speaker and felt . . . because the children were very loud.
4. Can you please explain this question again? It's very . . .
5. Trisha could finally feel . . . because she started to read with Mr Falker.

3) Use the correct adjective forms of the words in brackets to complete the sentences.

0. Are you interested in the drawing club? (interest)
1. The news was **★★★** We couldn't believe our ears. (shock)
2. My grandpa was so **★★★** to see all of his grandchildren on the farm. (surprise)
3. I don't want to live here. This place looks so **★★★** (terrify)
4. Stop making that noise! It is **★★★** (annoy)
5. We were all **★★★** because Tim was very late. (worry)

4) Complete the sentences with **too** or **enough**.

0. She is clever enough to pass the test
1. You are **★★★** sleepy to watch the film.
2. They often take the school bus because it's **★★★** far to walk.
3. The meat is fresh **★★★** to cook for dinner
4. Your drawing is good **★★★** to win the award
5. My little sister is **★★★** frightened to see the dentist today.

5) Complete the sentences with your own words.

1. These books are interesting enough **★★★**
2. It's too freezing outside **★★★**
3. This place is too terrifying **★★★**
4. You should be brave enough **★★★**
5. These questions are too confusing **★★★**
6. Mr Greer is tall enough **★★★**



### Find the mistakes

#### Vocabulary

1. It's enormous outside.  
Wear your warmest jacket.
2. I cannot stay in this house. It looks delighted!
3. Make a tap before your long trip.
4. All our answer were correct and our teacher felt freezing.

#### Grammar

1. We didn't know you were in the country. It felt so surprising.
2. They asked for another room because that one wasn't enough comfortable.
3. Stop and wait for your turn! It's so annoyed!
4. You are young too to attend a university.

#### Spelling

1. Grandma was worried about his future.
2. This film is so boring to watch with friends.
3. What a fascinating place to visit this summer!
4. Nick felt exhausted after today's match.

# Reading

## UNIT 2 A WORLD OF TECHNOLOGY

1) Read the statement. Do you agree or disagree?

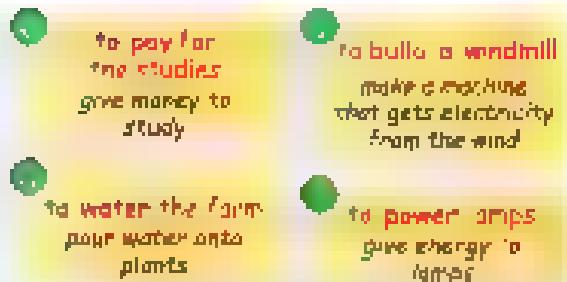
- It is never too early to start changing the world

2) Look at the pictures of the young people in Task 3 and discuss the questions.

- Do you know them? Who are they?
- What do you think they did to help people?

3) Read the article and choose the best title.

- a) The greatest inventions of the 21<sup>st</sup> century
- b) Two great school projects
- c) Young people with great ideas



William Kamkwamba was born in Malawi in Africa.

In 1987 there were seven children in his family. His parents were farmers and, like many people in Malawi, they grew maize. William enjoyed helping his father on the farm after classes.

In 2001, the maize didn't grow and people in Malawi became very poor. They couldn't find any food. William stopped going to school because his family couldn't pay for his studies.

William loved studying very much, so he went to the library and read books there. He liked science and enjoyed reading the book called *Using Energy*. The book was in English and it was not easy to understand. Luckily, there were pictures of different energy sources and they helped William a lot. William's house didn't have electricity, so he decided to build a windmill. He made a windmill and started getting electricity from it.

Now William's family had electricity. He decided to make the second windmill, but this time bigger and better than the first one. With the energy he got from the second windmill, he could water his father's maize farm.

William could help the people in Malawi. He often travels abroad and shares his story with young people all over the world.

**B**

Reyhan Jamalova was born in 2002 in Azerbaijan. She got high grades in her lessons and her parents were very proud of her. She loved her science classes and studied very hard. On the weekends, she often watched TV programmes about science and discussed them with her father.

She liked watching rain and often thought, "Every raindrop has energy. Can people get electricity from raindrops?"

Fifteen-year-old Reyhan and her father started preparing a device. They used the energy from rain and powered some lamps with the new device. They called the device Rainergy.

Reyhan thought about people in poor countries. These people had a lot of rain and with the Rainergy they could get electricity and have better lives.

In 2017 Reyhan entered her invention into a European competition for new green technology ideas – Climate Launchpad. She was the youngest person in the competition and Rainergy won a prize.

Reyhan is in the list of thirty young inventors. Now she is working on Rainergy and wants to make it better. She wants people all over the world to get cheap and green electricity.



*Adapted from: Kidstory. 50 children and young people who shook up the world*

**4) Read the article again and answer the questions. Why.**

- |  |  |
|--|--|
| 1. I liked helping one of his/her parents?         | 5. I thought about people in other countries?    |
| 2. studied very well at school?                    |  |
| 3. talked to one of his/her parents about science? | 6. helped his/her family with his/her invention? |
| 4. couldn't go to school because of a problem?     | 7. often visits other countries?                 |

**5) Look at the words in bold in the article and match them to their definitions.**

1. drops of water coming from the sky
2. winners get it at the end of the competition
3. connected with the environment or its protector
4. having very little money
5. to tell other people about your ideas and feelings

**6) Discuss the questions with a partner.**

- What do Reyhan and William have in common?
- What problems do the people in poor countries have?
- What kind of inventions can make their life easier?

**have in common**

To share the same interests or have similar characteristics

# Vocabulary

## 1) Read, listen and repeat



**Important things**  
have a big effect  
on people's lives

**Unimportant things**  
do not have a big  
effect on people's  
lives

**A possible**  
thing can  
happen.

**An impossible**  
thing cannot  
happen

**It is easy to use**  
**user-friendly**  
devices.

**Useful** things help  
you do or get  
what you want

**Useless** things do  
not help you do or  
get what you want

**Strange** things  
are unusual and  
surprising.

## 2) Choose the correct option.

0. In the past, for many people girls' education was user-friendly/unimportant/strange.
1. We heard strange/useful/possible noises and we didn't know what to do.
  2. The website is very user-friendly/useless/unimportant – it's easy to use it.
  3. I don't need this information. It's very possible/useless/user-friendly.
  4. This device is very useless/impossible/useful – it helps me a lot.
  5. I'm sorry, I should go now. I have an unimportant/impossible/important meeting.
  6. I can't finish the project by Friday. It's just not possible/strange/user-friendly.
  7. It is useless/user-friendly/impossible/boring. I don't believe you.

## 3) Listen to the people talking in different situations and choose the correct option.



1. The meeting is **★★★**
- a) interesting
  - b) impossible
  - c) important



2 His friend's advice was ★★★

- a) useless
- b) useful
- c) unimportant



3 Their meeting is ★★★

- a) unimportant
- b) impossible
- c) useful



4 The mobile application is not ★★★

- a) user-friendly
- b) useful
- c) interesting

4) Complete the sentences with your own ideas.

1. The book was useful because it was about my favourite writer's life.

2. It was an important day because ★★★

3. The website wasn't user-friendly because ★★★

4. Heavy rain made it impossible to ★★★

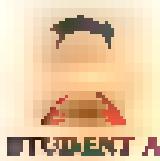
5. The book was useless because ★★★

5. The day was strange because ★★★

5) Write about

- a possible hobby you can do
- important subjects for you
- useful and useless things in your room
- your favourite device

6) Ask and answer the questions about your answers in Task 5.



Look at page 133.

Look at page 134.



# Grammar A

- 1) Read the forum comments on the unusual inventions made by children and match them to the pictures.

1. I think it is great to have it. You put the toothpaste inside the toothbrush and push the button – am sure people will be happy to use it because they are in a hurry these days.



a) Glasseswords  
An invention by Alex Dickens  
Luke Olderra, age 11

2. Do you think it is easy to ride it with your family? For my family it wasn't easy. Last summer we bought one and imagine what happened. I fell and all my family fell after me. My advice: Don't buy it because it is difficult to turn it.



b) Tooth-O-Matic  
An invention by Henry Hughes, age 12

3. After school I was usually hungry. I got home, washed my hands and went to the kitchen. Sometimes the meals were hot and it was impossible to eat them. I am happy to have this great thing.



c) Family scooter  
An invention by Wendy Ridley, age 9

4. My brother likes playing spy games and bought one for him. He can see everything behind him. But there is a problem: it is difficult to carry it because it is heavy.



d) Food coater  
An invention by Amelia Liddle, age 6



### GRAMMAR TARGET

#### Adjectives and infinitives

We use **adjectives** + infinitives (to express feelings or reactions)

It is **difficult** **to carry** it

The most common adjectives are **difficult**, **easy**, **hard**, **impossible**, **nice**, **possible**, **right**, **wrong**, **strange**, **great**.

It is **great** **to have** it.

It is **possible** **to invent** new devices.

It is **not easy** **to ride** it.

2) Read the text in Task 1 again and find more examples of adjectives + to infinitives.

3) Change the sentences using an infinitive after the adjective.

0 **Inventing** a new device is **difficult**.

It is difficult to invent a new device.

1. **Riding** a family scooter is **not easy**.

2. **Eating** hot meals is **impossible**.

3. **Wearing** glasswards is **strange**.

4. **Having** a food cooler at home is **nice**.

5. **Using** a lot of toothpaste **everyday** is **wrong**.

6. **Making** a new invention is **possible**.

7. **Seeing** how people use your invention is **interesting**.

4) Complete the sentences to make them true for you. Then compare your answers with a partner.

1. In my opinion, it is important to ★★★

2. I think it is interesting to ★★★

3. I believe it is possible to ★★★

4. I am sure it is impossible to ★★★

5. I think it is wrong to ★★★

6. In my opinion, it is not important to ★★★

5) Talk to your partner and answer the questions.

- Would you like to invent something? If yes, what would you like to invent?
- Will it be easy or difficult? Why?

# Grammar 6

- 1) Read the conversation between Sam and his grandfather and complete the sentence. Choose a, b or c.

Sam is interested in the history of 

- a) books
- b) trains
- c) airplanes



**Sam:** Grandpa, what was life before airplanes like?

**Grandpa:** About 120 years ago, there weren't any planes. People used to travel on foot. They used to ride horses or camels to get to faraway places. Some people took trains or ships. They used to spend weeks and even months on roads. So most people didn't travel much in the past.

**Sam:** Please tell me more about the invention of airplanes.

**Grandpa:** In my childhood I wanted to become a pilot. I used to read books about airplanes. I am still keeping one book about their invention. Let's go. I want to give it to you.



## GRAMMAR TASK

used to

We use **used to** + infinitive to talk about a past situation that is no longer true.  
People used to travel on foot. Do not pronounce *d* in **used to**.

For negative we use **didn't use to**. **didn't use to work on the computer**.

We use **did** to ask about past habits. **Did you use to ride horses?**

- 2) Read the sentence from the conversation in Task 1 and choose the correct option.

Sam's grandfather: "In my childhood, I used to read books about airplanes."

- a) He still reads books about airplanes
- b) He doesn't read books about airplanes any more
- c) He never read books about airplanes in the past

### 3) Listen to Sam's grandfather and complete the sentences



In his childhood, he used to **★★★** but now he drives a car.  
Many years ago, he used to 2) **★★★**. But now he reads the news  
on the 3) **★★★**.

### 4) Complete the sentences with used to or didn't use to and a verb below.

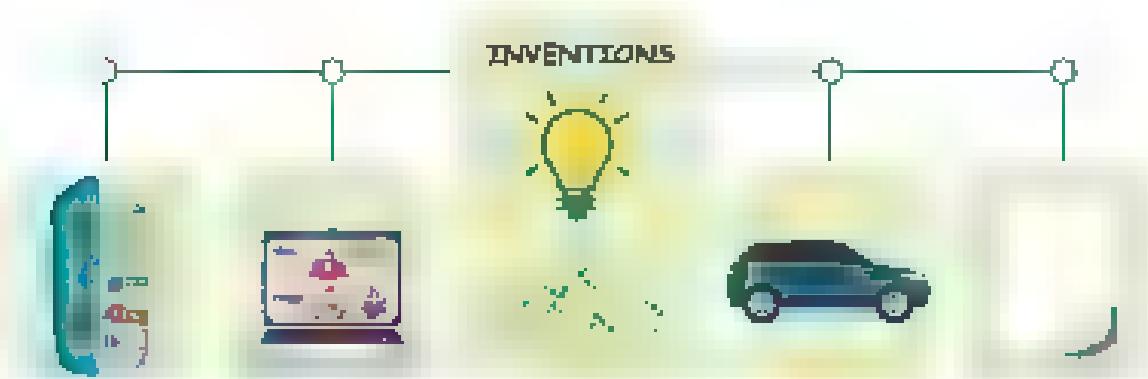


1. Did you use to play volleyball in your childhood?
2. My uncle **★★★** his car a lot but he doesn't use it anymore these days.
3. Did you **★★★** many bad dreams in your childhood?
4. **★★★** to other countries. I first went abroad last year.
5. Bob **★★★** a lot of ice cream. He doesn't like it any more.
6. The teacher **★★★** a lot of homework last year.
7. They **★★★** orange juice in their childhood. They didn't like it.

### 5) Complete the sentences. Answers may vary.

1. Before the invention of electricity, people used to **★★★**.
2. Before the invention of the mobile phone, people used to **★★★**.
3. Before the invention of email, people used to **★★★**.
4. Before the invention of books, people used to **★★★**.

### 6) Talk to your partner about what people used to do and didn't use to do before these inventions. Then compare your answers with a different pair.



# Listening

## 1) Discuss the questions with a partner

- Do you know any famous inventors?
- What did they invent? Are their inventions useful today?



Alexander Graham Bell



Maria Telkes



Thomas Alva Edison



Galileo Galilei

## 2) Listen to an interview with Tural Khudiyev a young Azerbaijani scientist and complete the sentence



The interviewer does NOT ask a question about ★★★

- a) his childhood
- b) his present work
- c) his friends in the JSA



## 3) Listen to the interview again and complete the notes below:

1. His favourite free time activities.  
a) ★★★ and b) ★★★
2. His favourite subject at school: ★★★
3. The year of the invention: ★★★
4. With the help of the invention, we can  
a) store ★★★  
b) find and control ★★★
5. He wants young people in Azerbaijan to have ★★★

- 4) Listen and complete the notes about the inventions made by children.



1 Earmuffs/Chester Greenwood

- Became an inventor in ★★★
- Had a ★★★ 10 years later



2 Swim fins/Benjamin Franklin

- Born on January 17 in ★★★
- Became an inventor at the age of ★★★



3 Toy trucks/Robert Patch

- Became an inventor at the age of ★★★
- Made a toy truck from a ★★★ and bottle caps



4 Christmas lights/Albert Sadacca

- Became an inventor at the age of ★★★
- Before this invention, people used ★★★

- 5) Look at the inventions in Task 4 and discuss the questions with a partner

Why do you think

- Chester Greenwood invented earmuffs?
- Benjamin Franklin invented swim fins?
- Robert Patch invented toy trucks?
- Albert Sadacca invented Christmas lights?

- 6) Discuss the questions about the inventions in Task 4 with a partner:

- Which invention is the most useful? Why?
- Which invention is the least useful? Why?

# Writing

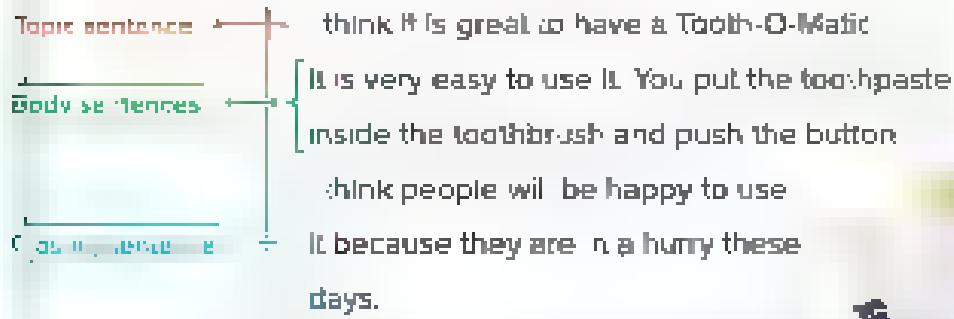


A **paragraph** is a group of sentences about one topic. It has a **topic sentence**, **body sentences** and a **closing sentence**.

It is important to know!

In a paragraph:

- all sentences should be about the main idea of the paragraph
- the first word in each sentence should start in a capital letter
- each sentence ends with one of these: a full stop (.), a question mark (?) or an exclamation mark (!).



- 1) Read the paragraph. Put full stops and capitalise the first letter in each sentence.

In 1996 11-year-old Richie Stachowski went on a trip to Hawaii with his family. They liked spending time underwater. Stachowski wished to talk to his family members underwater but of course he couldn't. He gave Stachowski an idea to invent a new device. He tried a lot and finally invented a Water Talkie with the help of this device. Swimmers can talk underwater later with the help of his mom. Stachowski started a company Short Stack LLC. In 1999, at age 14, he sold his company to Wild Planet Toys.



**2)** Read the sentences and answer the question. Choose a, b, c or d.

Which topic connects this group of sentences?

- a) screen reader
- b) a user-friendly website
- c) soft colours
- d) site developers

It is well designed and you can find everything very easily.

I think all site developers should make their sites easy to use for all people.

This website  
[www.signpost.com](http://www.signpost.com)  
is very user friendly.

So blind people can use the site.

Also, colours are soft and don't tire your eyes.

But there is one thing that I like most about the site: it has a screen reader function.

**3)** A Read the sentences in Task 2 again and put them in the correct order

B Categorise the sentences according to the table below:

**Topic sentence**

**Body sentences**

Topic sentence      Body sentences

**4)** Write 3-4 sentences about each topic

What is your favourite device?

1. What do you use it for?
2. Why do you like this device?

What did people do before the invention of emails?

1. How did they use to send their messages?
2. Was it difficult to send messages in that way?



# THANK YOU, MR FALKER

## BY PATRICIA POLACCO

### PART 2

Trisha was really happy after cleaning Mr. Falker's glasses. After dinner, Eric came into the room and said to her, "Stupid," or "ugly."

And Trisha began to believe him.

During break times, Trisha often hid under the stairs. In that dark place, she felt safer.

Once Eric followed her to her secret place. "Are you a bird?" he taunted. "You are stupid! You are stupid!" he shouted. Trisha was frightened. Suddenly, she heard footsteps. It was Mr. Falker.

He took time to believe Trisha. An hour later, he came back and said, "Don't worry about that boy anymore."

One day, Mr. Falker asked her a math question. He said, "Let's play a game. I'll show you letters and you'll write them on the board."

"A," he shouted. She wrote A. Eight, he shout out. She wrote 8. He shouted out more words, many letters and numbers. Then he walked up behind her and together they looked at the board. It was a mess. She wanted to run away.

"You poor baby," he said. "Do you think you are stupid?"

"But little one, don't you understand you don't see letters or numbers the way other people do?" He smiled at her. Then he stood up and turned to the board. "We're going to change all that girl. You're going to read. I promise you that." Every day after school, she met with Mr. Falter and Miss Plessy, a reading teacher. They did a lot of things she didn't even understand. At first, she made circles in sand, and then she wrote big letters on the blackboard. Then, wrote letters on the board and Trisha shouted them out loud. Other days, she worked with wooden blocks and big wooden letters, letters, letters. Words, words, words. Now she could read words out of short sentences.

Three months later, Mr. Falter put a book in front of her. He asked Trisha to read a paragraph.

Slowly, she read a sentence. Then another, and another. And finally, she read a paragraph. Mr. Falter and Miss Plessy had tears in their eyes.

She started loving school. I know because that little girl was me. Patricia Polacco. I saw Mr. Falter again some thirty years later at a party. I walked up to him and握ed his hand. He hugged me and asked about my job. I answered, "I make books for children. Thank you, Mr. Falter. Thank you."

*THE END*

(1) Look at the pictures and put them in the right order.



(2) Answer the questions.

1 Why did Trisha hide under the stairs?

2 What do you think happened to Eric in Mr Falter's office?

3 Why couldn't Trisha read?

4 Why did Trisha's teachers cry?

5 Whose life is this story about?

(3) Talk to your partner. What lesson did you learn from the story?

# TIME TO WATCH

## Expressing anxiety



- 1) Look at the picture and discuss the questions.

- How does Katelyn feel?
- What do you think happened?

- 2) Watch the video and answer the questions

- 1 Why was Katelyn worried?
- 2 Why was Daniel late?
- 3 What was wrong with Katelyn's computer?

- 3) Watch the video again and complete the sentences with the words below.

worried      alright      calm      panic      thank      wrong

0. What's wrong with you Katelyn?
1. "Don't ~~worry~~ Katelyn I'll help you," said Daniel.
2. Daniel was late and Katelyn felt ~~worried~~.
3. "~~worry~~ down, Katelyn," Shams said.
4. Shams looked at Katelyn and said. " I know everything is ~~worry~~"
5. ~~worry~~ God Daniel isn't in danger

- 4) Answer the questions.

1. What other expression in the video means the same as What's wrong?
2. What expressions in the video mean the same as Don't worry?
3. What word in the video means the same as worried?

- 5) Role-play the situation.



You are at the bus station. You are waiting for your friend Tim. You are worried about him because he is too late. Call one of his parents and talk to him/her.



You are Tim's mother/father. You know why Tim is late. Speak to his friend and calm him/her down.

# Review

## 1 Choose the correct option.

- 0 His advice was very useless/useful/important. It didn't help me at all.
- 1 January 27 is a very useless/unimportant/important day for me – I got a gold medal that day.
- 2 Today many websites are user-friendly/impossible/possible. Everyone can use them easily.
- 3 We are completely different people. Our friendship is possible/impossible/unimportant.
- 4 You can find & lots of impossible/useful/unimportant information in this book. Take it home and read it.
- 5 It is unimportant/impossible/possible. It can't be Jack. Jack's in England now.
- 6 I need to go because I have an important/impossible/unimportant meeting.

## 2 Change the sentences using an Infinitive after the adjective.

- |   |  |
|---|--|
| 0. Reading a story book is interesting.<br><u>I</u> <u>is</u> interesting to <u>read a story book</u> . | 1. Using different books at the lesson<br>is possible. |
| 1. Riding a horse is difficult.   | 5. Eating a lot of hamburgers is not good.             |
| 2. Travelling without friends is boring.  | 6. Making friends is useful.                           |
| 3. Coming to the lessons on time is important.  |  |

## 3 Complete the sentences with used to + a suitable verb.

- 0 Sarah used to have very long hair many years ago, but now her hair is very short.
- 1 Jason ~~★★★~~ a lot, but he is on a diet now.
- 2 Sarah ~~★★★~~ a bicycle, but last year she bought a car.
- 3 My grandparents ~~★★★~~ in the village. They moved to the city two years ago.
- 4 My uncle ~~★★★~~ as a waiter in a restaurant. He doesn't work there any more.
- 5 Nearly ~~★★★~~ her classmates very often. Now they don't meet at all.
- 6 ~~★★★~~ cartoons in my childhood. I don't like them anymore.

## 4 Complete the sentences. Use the words from the box.

did (x2)                    didn't (x2)                    used-to-                    to                    used

- 0 My brother used to listen to the radio a lot, but he doesn't like it anymore.
- 1 ~~★★★~~ use to like country life but now I want to live there.
- 2 What sports ~~★★★~~ you use to do in your childhood?
- 3 These days I run a lot. ~~★★★~~ use to run before.

- 4 ~~★★★~~ you used to play football in your childhood?
5. ~~Anat~~ ~~★★★~~ to work as a waiter, but now he is a hotel manager
6. Andrew used ~~★★★~~ watch football matches at the stadium. He doesn't like it anymore
- 5) Compare what Omar said 15 years ago and what he says today. Write about what he used to do and didn't use to do 15 years ago.

**15 years ago**

I never drank coffee



**Today**

drink coffee a lot



I didn't play chess

I often play chess

I ate a lot of ice cream

I don't eat ice cream anymore

I had a parrot

I don't have a parrot

I wore glasses

I don't wear glasses anymore

I didn't do sport

often do sport



### Find the mistakes

#### Vocabulary

- 1 Your help was useless. You saved my life
- 2 I am sorry, I need to go now. I have an impossible meeting in 5 minutes.
- 3 This device is useless. You can use it easily.
- 4 Heavy snow made it possible to walk easily.

#### Grammar

- 1 It is important wear warm clothes in winter.
- 2 It is impossible carrying that heavy bag.
- 3 Rebecca didn't used to play the guitar in her childhood.
- 4 What do you used to do 20 years ago?

#### Spelling

- 1 This plan is animportant.
- 2 We heard strange voices in the forest.
- 3 There is a lot of usefull information in this book.
- 4 There are a lot of user-friendly websites.

# Reading

UNIT  
3

## WHAT A TALENT!

- 1) Walk around and talk to your classmates.



Find  
someone  
who



make up  
interesting stories.

unique

unusual or  
special

exhibition

a public show of  
art or other things

waking hours

the hours when  
you don't sleep  
and are awake

extraordinary

very unusual  
special or strange

- 2) Read the first paragraph of the text and find the wrong statement. Choose a, b or c

- a) Everyone is talented in a different way
- b) Not every person knows what they are good at
- c) It is good to discover your abilities as a child

We all have talents within us of different types and degrees. Some people discover their abilities at an early age but others learn about their abilities later. Some people never discover their abilities at all. Here are 3 people with extraordinary abilities.

### Lee Hadwin

The world knows Lee Hadwin as a Sleep Artist. He draws pictures in his sleep. During his waking hours, he isn't as creative as he is in his sleep. This makes him a unique artist. In his early drawings, he didn't use any bright colours like red or green, but later he started to use them as well. In 2007, he showed his works in a small exhibition. It was one of the most memorable events in his life because everything started to change after that day.



### Scott Flansburg

Scott Flansburg is a human calculator. He holds the Guinness World Record for the fastest calculation. He first discovered his ability at the age of 9. His teacher asked him

to calculate some numbers and he did it very fast. He developed his ability and later even published some books – *Math Magic* and *Math Magic For Your Kids*.



#### Derek Paravicini



Derek Paravicini can't read or write or know his left from right. But he can play the piano very well. This blind musician is like a memory machine. He listens to music and copies it to his memory. Once he memorised a full piano concert with 10,000 notes just by listening. He says he is never nervous in concerts because he knows he can do it.

- 3) Read the text again. Find and correct the wrong statements. (There are 4 wrong statements.)

#### Lee Hendry

- a. He can draw beautiful pictures both in his sleep and waking hours
- b. All his drawings are colourful
- c. The exhibition played an important role in his life

#### Derek Paravicini

- a. He holds the Guinness World Record because he can calculate with the calculator very fast
- b. He wrote math books for young learners

#### Derek Paravicini

- a. He plays piano concerts from his memory
- b. He is not sure about his abilities as a musician

- 4) Find the right forms of the words in the text and fill in the table.

	Verb	Noun	Adjective
1	★★★	calculator ★★★	X
2	draw	★★★	X
3	★★★	memory	★★★

- 5) Complete the sentences with the correct forms of the words from Task 4.

1. Our math teacher is great. She teaches us the secrets of fast ★★★ without using a ★★★.
2. In 2012 I was in the final concert of Eurovision. It was a very ★★★ day for me.
3. This artist uses only a pencil and ★★★ to draw pictures. His ★★★ are very realistic.
4. She has got a very good ★★★. She can think long poems very easily.
5. Please think and tell me how much you spent yesterday.

- 6) Write 5-6 sentences about a person with an extraordinary ability.

# Vocabulary

## 1) Read, listen and repeat



to stop trying to do something usually because it is too difficult

to spend time on something and make it better

to feel happy because something good is going to happen soon

to be very successful

to decide to do something at a later time

to get information about something or to learn a fact or piece of information for the first time

to be sure that someone can do something very well

to begin to do something

## 2) Complete the gaps with the phrases from Task 1.

0. Visit the website and find out more information about the painter.
1. Do it now. Don't ~~★★★~~ it ~~★★★~~ for tomorrow. Tomorrow we are going to have guests.
2. You play well, but it is not enough to win the competition. You should also ~~★★★~~ yourself.
3. Sometimes I feel bored, so I want to ~~★★★~~ a new activity.
4. Try as hard as you can. Successful people never ~~★★★~~.
5. You cannot calculate anything without a calculator. You need to ~~★★★~~ calculating without calculators.
6. ~~★★★~~ listening to my sister in the concert. It is going to be a very big moment for our family.
7. Iham Zakiyev proved that everyone can ~~★★★~~. They just need to work hard and be happy with their success.

## 3) Read the conversation between Julia and her uncle. Complete the sentences with the phrases below.

believe in give up put off looking forward to make it find out

I'm 0 looking forward to my exhibition – always thank my uncle for all my success because he often said, "Don't stop drawing!" I still remember one of my conversations with him.

**Uncle** Success doesn't come by itself. You should work hard to get it.

**Julia** But how?

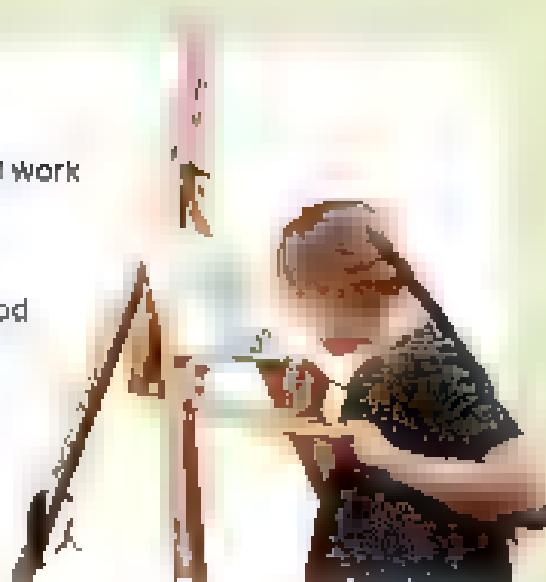
**Uncle** First you need to **1. ★★★** what you are good at.

**Julia** I know that I am good at drawing pictures. But sometimes my pictures aren't good enough.

**Uncle** It is good that you **2. ★★★** yourself. But it is not enough. You should try hard. Sometimes your pictures cannot be as good as you wish. But you shouldn't stop and do it over and over again. They will get better each time you try.

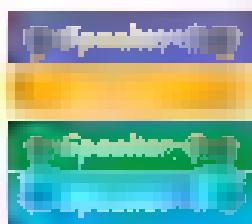
**Julia** Yes, you are right, Uncle. Sometimes get tired and repeat my favourite phrase "I'll do this later". So, just **3. ★★★** working on myself.

**Uncle** Never **4. ★★★** is the key to success. I am sure you can **5. ★★★**.



*"My first exhibition. Everything is possible" is on December 23, at the National Art Gallery Big Hall. See you there!*

**1)** Listen and match the speakers to the sentences. One sentence is extra.



- a) This person needs to work on something.
- b) This person doesn't want to give up.
- c) This person is looking forward to something.
- d) This person doesn't believe in himself/herself.
- e) This person puts everything off.

**2)** Complete the sentences with your own words.

1. It is important to believe in your abilities because **★★★**
2. I want to **★★★** I am sure I can make it.
3. I gave up **★★★** because it was difficult.
4. I never put off **★★★**

**3)** Talk to your partner. Speak about something you

- |                          |                     |                            |
|--------------------------|---------------------|----------------------------|
| 1. always put off doing. | 3. want to find out | 5. want to take up         |
| 2. never give up doing.  | 4. should work on.  | 6. look forward to seeing. |

# Grammar A

- 1) Read the text about Celine and choose the correct options that can complete the statement.

It was raining heavily and I was watching TV in my room. Suddenly, I heard a loud noise – I felt a pain in my left ear. Then everything went black – I opened my eyes in the hospital room. The clock on the wall showed 20:00. My family members and best friends were there. My little sister was crying. My parents were talking to the doctor. My friends were sitting next to my bed and my granny was holding my hand.

I didn't understand anything at first. Then the doctor explained everything to me. After that, they examined and sent me home.

After a while, I started to listen to violin music – I couldn't play any musical instruments and I never liked listening to music. But now I cannot stop myself from listening to violin music.

One day, I was at a party and a boy was playing the violin – I suddenly felt the desire to play it. He was polite and gave his violin to me. Just imagine! I played the violin. How I could be true!

After that party, I even started composing music. Doctors examined my brain for a long time. They found out that I have Savant Syndrome. There are a lot of people in the world with this syndrome. Some can draw perfect pictures. Some are great at math and some others can learn languages very easily.

In the text we can find information about:

1. the TV programmes she liked watching.
2. the effect of the noise.
3. who was in the hospital with her.
4. who invited her to the party.
5. how she first started to play the violin.
6. how easily she learned languages.



**desire** a strong feeling that you want sth



## GRAMMAR TIP

### Past Continuous

✓	I/He/She/It	was	Watching
	We/You/They	were	
✗	I/He/She/It	was not/wasn't	sitting.
	We/You/They	were not/weren't	

?	Was	Who/what's	travelling?
	Were	we/you/they	
	How/Where	where      you	

### Notes!

We use Past Continuous Tense form to

a) **describe how something happened in the past.** (to "set the scene" in stories)

b) **show that something was happening at some point in the past.**

2) Look at the underlined verbs in Task 1 and match them to a or b in Notes

3) Complete the sentences with was or were

- |  |   |
|--|---|
| 1. It <u>was</u> 7 o'clock in the morning when <u>she</u> <u>was</u> baking a cake | 2. Samir and Gune <u>were</u> walking in the park |
| 1. <u>Sarah</u> <u>was</u> cleaning my room at 2 o'clock yesterday                 | 3. What <u>were</u> you doing at that time?       |
|  | 4. Why <u>wasn't</u> she crying?                  |

4) Look at the photos and describe what people were doing. Use Past Continuous



0. read/read a book/garden  
My sister was reading a book in the garden.



1. plant/planted a tree/garden



2. bake/baked a cake/kitchen



3. play chess



4. work/worked/garden



5. have/had an online meeting

5) Write questions asking for the underlined information

- |  |
|--|
| 0. <u>had dinner with my family</u> <u>yesterday</u> Who <u>were</u> you having dinner with? |
| 1. My friends <u>were planting trees</u> in the park   |
| 2. Alex <u>was flying to Turkey</u> with his friends   |
| 3. <u>Kamran and Leyla</u> <u>were going to the exhibition</u> .                             |
| 4. My sister <u>was singing a song</u> at 3 o'clock yesterday.                               |

6) Write 4 questions in Past Continuous to ask your partner

# Grammar II



## 1) Read the text and write the names

Anna Morgan to Leyla

Today it is my best friend Leyla's birthday. I always give handmade presents to my friends on their birthdays. Yesterday evening I decided to knit a doll for Leyla. First, I knitted the legs. Then my brother Nariman joined me. While I was knitting the arms, he was filling the legs with cotton. At the same time, my mom was knitting a dress for the doll. We all were working when dad entered the room with a big box. First, I didn't know what it was for. Then I understood that it was a present box. Nariman finished filling all the body parts with cotton and then helped me knit the hair of the doll. While we were knitting the hair, dad was decorating the box. Finally, the doll was ready. Mom put the doll in the box. She was closing the box

with a ribbon when Nariman stopped her.

He gave mom a birthday card and asked her to put it into the box, too. I was very happy. Thanks to my family, I prepared a very beautiful present for Leyla.

to knit



ribbon

1. It is **★★★**'s birthday today.

4. **★★★** brought a box

2. **★★★** filled the legs of the doll with cotton.

5. **★★★** closed the box with a ribbon.

3. **★★★** worked with cotton,

6. **★★★** brought a card.



GOALS

Past Continuous Time clause with **when** and **while**

a)

dependent clause/Past Continuous

main clause/Past Continuous

To describe parallel actions

While I was knitting a doll, my brother was filling the legs of the doll.  
↓ ↓  
One action happens at the same time

b)

main clause/Past Continuous  
started earlier/langer action

dependent clause/Past Simple  
shorter action/interrupts the longer action

To describe interrupted actions

We all were walking when it started to rain.  
↓ ↓  
dependent clause/Past Continuous  
started earlier/langer action  
shorter action/interrupts the longer action  
while we were walking it started to rain

### Notes

We can write when and while clause at the beginning or in the middle of the sentence. If we write them at the beginning, we put commas before the main clause.

Example: While I was watching TV, Andy was sleeping. /Andy was sleeping while I was watching TV.

We use only **when** to present a shorter action.

We use both **when** and **while** to present a longer action.

2) Read the text again. Find examples of a time clause:

- a) with parallel actions in the main and dependent clauses
- b) which shows one action interrupted the other

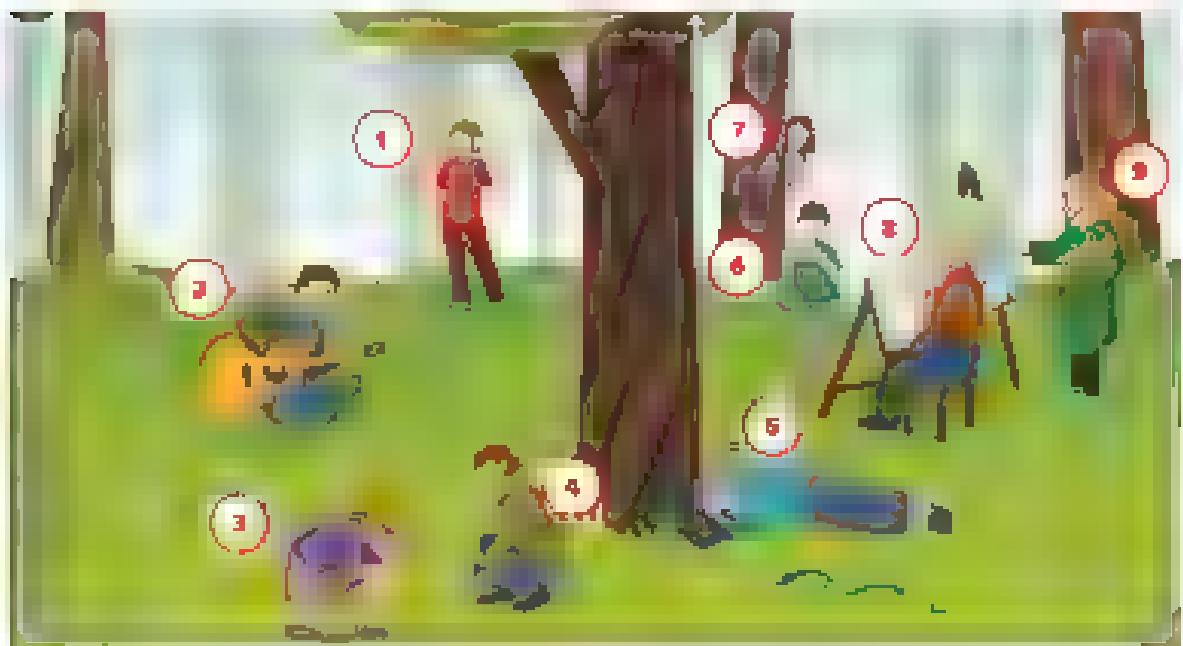
3) Complete the sentences with **when** or **while**. Sometimes both are possible.

0. **When** mom was frying fish, she burnt her hand.
1. ★★★ was roller skating, my friends were riding their bicycles.
2. was still playing the piano ★★★ everybody started clapping.
3. Elnur hurt his leg ★★★ he was playing football.
4. Lili and Kamil were waiting at the bus stop ★★★ the rain started.

4) Listen to the recording and find the people.



Robert Alex Kody Freddy Celine Akinary Shelly Peter Leyla



5) Ask and answer the questions.

What were you doing

- when President Ilham Aliyev announced that Shusha was free?
- at 11 o'clock yesterday?
- at your friend's birthday party?

6) Make up a story about a funny event. Use Past Simple and Past Continuous.

# Listening

## 1) Discuss the questions with a partner

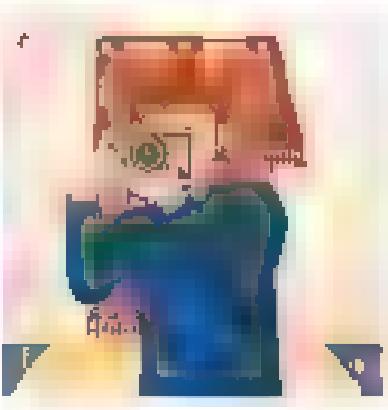
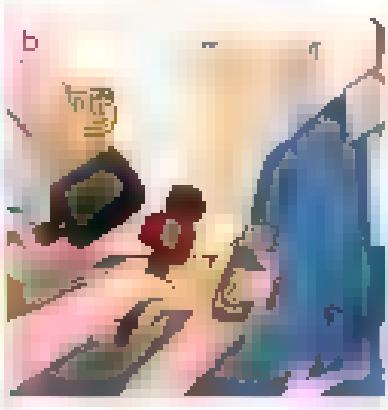
- Do you like visiting museums? Why or why not?
- Which famous Azerbaijani artists do you know?
- How can an artist become very famous?
- What makes these carpets special?



## 2) Listen to the conversation between Aline and Kamil and answer the question. Choose a, b or c



- Which picture isn't about the conversation?



- 3) Listen to the conversation again. Are the sentences **True or False?**



- 1 Ayna and Kamil are at the Carpet Museum now.
- 2 Ayna was asking Faig Ahmad questions in the museum
- 3 Faig Ahmad showed his works in different countries
- 4 In his presentation, Kamil is going to talk about Faig Ahmad's exhibitions.
- 5 Ayna took a photo with Faig Ahmad in the museum.

- 4) Look at the pictures and with the help of the key words write sentences about the children.



KIRA

key words:  
1. artist  
2. bags  
3. colorful bags



1. handcrafts



FARIMA

key words:  
1. doctor  
2. vegetables/shape of  
3. animals



VUSAL

- 5) Ask and answer the questions

- What are you good at?
- Is there anything you want to learn? What is it?
- Is there anything you cannot learn?

- 6) Prepare a group presentation about a famous Azerbaijani artist

# Writing



When we write, we follow some steps.



Step 1

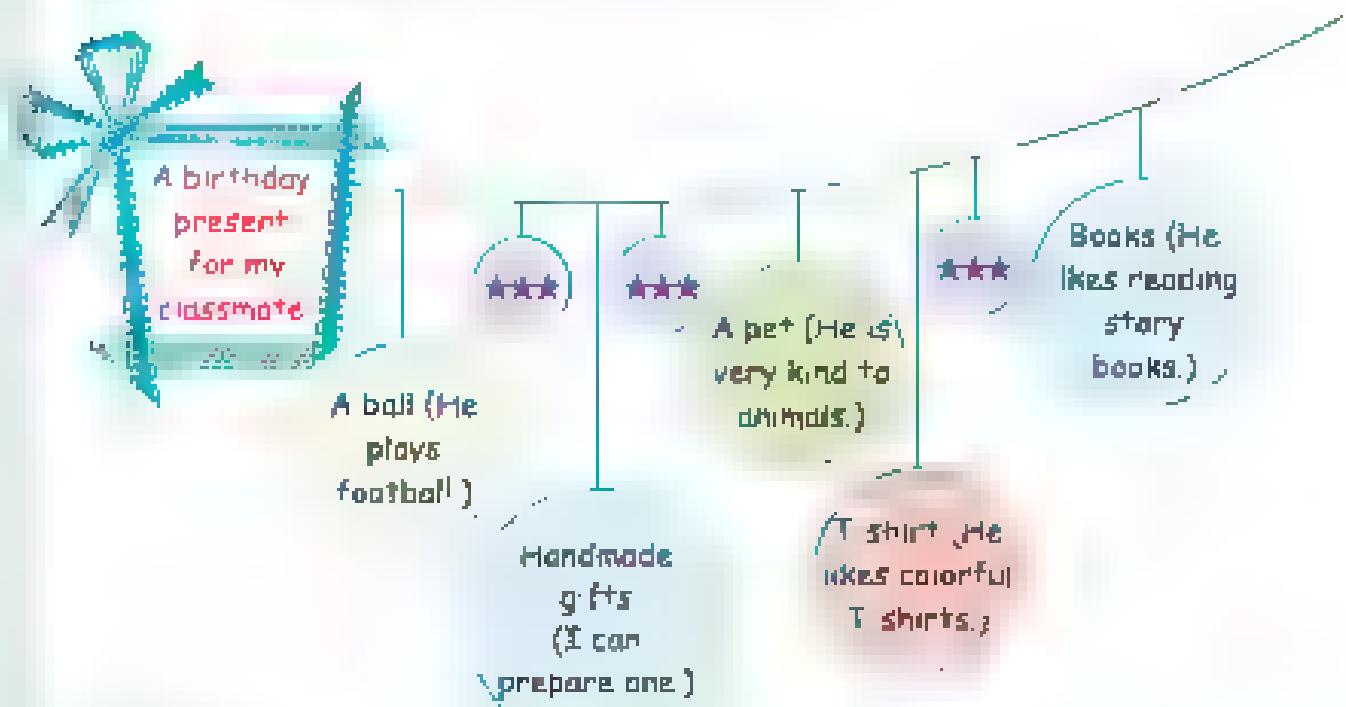
## Brainstorm

Think of as many ideas as you can and write them down. (You can make a word web. Don't worry about grammar or spelling mistakes.)

## Outline

Organise your ideas. Decide what goes in the topic, body and closing sentences.

- 1) Look at the word map and add your ideas to it.



2) Complete the sentences about the ideas in Task 1 with your own words.

- 0 can't buy a pet because don't know what pet he likes most
- 1 Buying a ball isn't a good idea because ★★★
- 2 He has a lot of ★★★ so ★★★
3. don't know his size so ★★★

3) Look at the example of an outline and complete the sentences with your own words.

Example

Topic sentence	What thing is a best E.g.
Body:	books, why? handmade gifts, why?
Closing:	my final decision

1. should buy ★★★
- 2 Handmade gifts are also perfect because ★★★
3. will choose ★★★ because ★★★



4) A Follow the instructions. Brainstorm your ideas about the question. Make a word map.

What is your favourite free time activity?



B Look at the sample of the outline in Task 3 and outline what you brainstormed about your free time activity

5) Write your answers to the questions

- 1 Can books be good birthday presents? Why or why not?
- 2 Can pets be good birthday presents? Why or why not?



#### Meet the Author: Trudy Ludwig

Trudy Ludwig is famous around the world as a speaker and author of numerous



children's books. Her books teach children to connect with others in kinder and more caring ways. She has got many awards for her books.



# BETTER THAN YOU

## BY TRUDY LUDWIG

### PART 1

My neighborhood hero always says that he is better than me at everything.

Don't get me wrong. Jake is great at eve~~r~~rything he does—especially sports. Me? Not so much. I know I'm good at writing stories and playing the guitar, but when it comes to basketball, I should practice it a lot.

Jake first annoyed me when I was trying to learn how to do a layup. I had a dream I wanted to play basketball like an NBA star so I practiced a lot. When I could finally do a layup, I got very excited. I ran to Jake's house to show him.

"Hey, Tyler! What's up?" asked Jake.

"Look, I can do a layup!"

After I showed him, he told me he could play basketball and said, "Yeah, well, I am sure you can do this." Then Jake did a perfect shot.

He couldn't just say "Great job, Tyler!"

"What am I kidding?" I thought. "I believe he's great at basketball. Why should I say that?"

Last Tuesday morning I was showing Sharise my new music player when Jake entered the room.

"What's that?" he asked.

"Tyler's music player" answered Sharise.

Then he started asking about all the gear things his music player could do, but we couldn't.

Today we had a math test. Math is the hardest subject for me. My hands get a sweat when I try to solve math problems. Do you want to know what was worse than taking that test? Just imagine the teacher asked Jake to check my test paper. "Tyler, I don't believe you got some of these problems wrong," he said. "This test was so easy. I think I am five times smarter than you in math."

I don't understand why teachers ask kids to check each other's tests. It isn't right.

Stupid test.

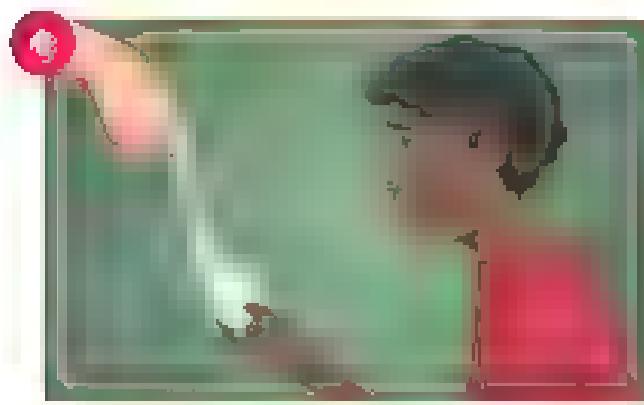
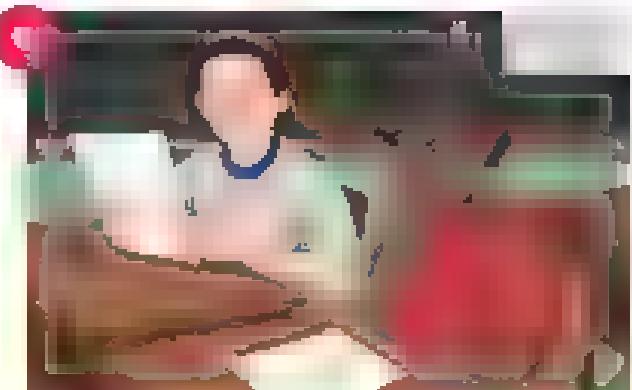
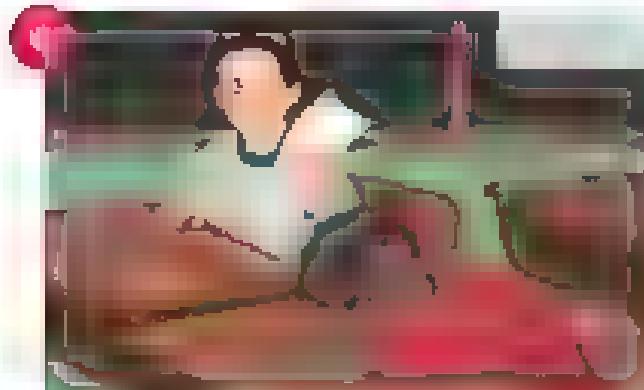
Stupid me.

When I came back home from school, I threw down my backpack and went to my bedroom.

"Hey, Tyler," called Iggy from downstairs. "Lunch Review is here!"

*To be  
continued...*

(1) Read the story and put the pictures in the correct order.



(2) Complete the notes below with the information from the story.

1. TWO things that Jake can do well are a) ★★★ and b) ★★☆
2. TWO things that Tyler can do well are a) ★★★ and b) ★★☆
3. Tyler's dream was ★★★
4. Tyler thinks teachers shouldn't ★★☆
5. Tyler felt ★★★ when he couldn't do the math test well

(3) Discuss the questions with a partner.

- Who had the problem – Tyler or Jake?
- What do you do when you are not good at something?
- What do you think is going to happen next?

# TIME TO WATCH

## Inviting



### 1) Discuss the questions with a partner.

- Do you like going to concerts? Why or why not?
- When did you last go to a concert? Did you like it? Why or why not?

### 2) Watch the video and complete the sentences.

- 1 The concert is on **Friday**.
- 2 It begins at **8 o'clock**.
- 3 Daniel can't come to the concert because he is going to **work**.
- 4 Yohya remembers his **uncle** when he hears Son Golin.

### 3) Watch the video again and complete the sentences.

- 1 Would you **want** to come to a concert? 3 Do you **like** coming?
- 2 That's so **cool**. 4 I'd like to come. **I have** a plan.

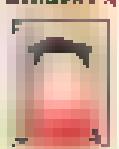
### 4) Answer the questions.

- 1 What expressions in the video can you use when you want to invite someone to somewhere?
- 2 What expression can you use when you can't accept someone's invitation for some reason?
- 3 What expression can you use when you accept someone's invitation?

### 5) Role-play the situation.



You have a birthday party on Sunday. Invite Students B and C to the party.



Get information about the party. Do not accept the invitation and politely explain the reason.



Get more information about the party and accept the invitation.

# Review

## 1) Complete the sentences with the words in the box

make it give up believe in looking forward to put off working on take up that out

- 1 She never stops learning and always wants to find out new facts about science. That makes her a great scientist.
- 2 Next week, am giving a concert in Baku Crystal Hall. am ~~think~~ playing in that big concert hall.
- 3 am sure will be a champion one day. Nothing can stop me! will never ~~think~~.
- 4 Never ~~think~~ your tasks till tomorrow. Tomorrow will bring new tasks.
- 5 never get bored because always ~~think~~ new hobbies.
- 6 Amri was always successful in his exhibitions. am sure he will ~~think~~ this time as well.
- 7 The secret of this music band is simple. They ~~think~~ themselves. They know they can sing very well.

## 2) Choose the correct option.

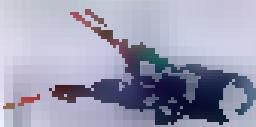
- 1 Lee Hadwin cannot create his art in his waking/awake hours.
- 2 With the help of these computer programmes, can calculate calculator big numbers very easily.
- 3 The last day of the camp was memorize/memorable for me.
- 4 My art teacher has interesting ~~draws~~ drawings. She will show them in the school exhibition.

## 3) Complete the sentences with the Past Simple or Past Continuous forms of the verbs.

- 1 was drinking my morning coffee when Ulker entered the room with her dog.
- 2 Last week ~~visit~~ (visit) my grandfather.
- 3 Nazrin ~~play chess~~ (play chess) at 3 o'clock yesterday.
- 4 ~~fall~~ (fall) into the pool while ~~run~~ (run) from a dog.
- 5 In 2004, Kamal ~~have~~ (have) his first concert.
- 6 How ~~feel~~ you ~~feel~~ (feel) when Ell and Nikki ~~wint~~ (win) the Eurovision Song Contest?
- 7 Which regions ~~visit~~ you ~~visit~~ (visit) last summer?

1) Look at the photos and the key words. Write sentences using **when** and **while**.

1



to fall down/to ski  
The boy fell down  
while he was skiing.

2



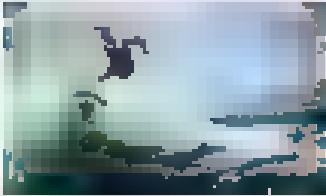
to sleep/to knock

3



to drive/to write

4



to surf/to attack



Find the mistakes.



#### Vocabulary

- 1 He never stops trying because he doesn't like working on
- 2 Jamal wants to put off tennis. There is a new tennis club at their school.
- 3 Success doesn't come easily. Continue doing until you look it!
- 4 I'm making forward to the start of the competition

#### Grammar

- 1 It rained when the accident happened
- 2 I was knitting a doll while my mom baked a cake.
- 3 All students listened to their teachers when the director entered the room.
- 4 What did you do at 2 o'clock yesterday?

#### Spelling

- 1 My dad taught me to believe in myself.
- 2 I was cutting my doll's hair when Amar came home.
- 3 Wow, I was doing my home task, Tim was watching his favourite show.
- 4 In summer, I am planning to take up golf.

# Reading



## 1) Discuss the questions with a partner

- Do you like reading travel blogs? Why or why not?
- Do you know any travel bloggers? Who are they?

## 2) Read the interview with William Bakker a young travel blogger and match the questions to the paragraphs. There is one extra question.

<b>to increase</b> to become big in number	<b>to interact</b> to talk with other people	<b>to ignore</b> to pay no attention	<b>to inspire</b> to make / motivate sb/sth to do sth
---	---	---	--

- a) What is your best tip?  
b) What do you always carry with you?  
c) What's on your travel to-do list?  
d) How often do you travel?  
e) Who are your followers?  
f) Who is William Bakker?  
g) Are the comments always positive?

1

I am 16 years old, from the Netherlands. In my childhood I wanted to travel the world as a pilot and now thanks to my blog, I travel around the world. I have 33,700 followers on Instagram.

2

They are from different age groups. Their number increases every day. When I started my blog, I was only 13 years old. I decided to post in English because I wanted to reach the whole world, not just my home country. It was difficult in the beginning, but I'm glad I made it. Now I can interact with so many different people through my blog.

3

Of course not. When you are active on social media there will always be some people who do not like you. In the beginning it was hard, but now I don't really care what others are saying about me. My travels make me strong enough to ignore the negativity around me. I just want to inspire others with my lifestyle.

**4**

**always** take my favourite suitcase like travelling in **oversized** sweaters and never leave the house without my mobile phone, phone charger, laptop, camera, a pair of sunglasses and a few watches.

**5**

**is** between New York and Dubai because both cities have one thing in common they are unlike any other city in the whole world. Marrakech was one of my most recent trips and is one of my newest favourites.

**6**

**is** full with the names of places I would like to go. It includes Cuba, Tokyo, Santorini, Palm Springs, LA and Miami.



3) Read the text again. Are the sentences **True or False?**

1. His dream was to become a pilot
2. The number of his followers is getting more and more
3. All his followers are from his country
4. He always thinks about the negative comments from his followers

4) Match the definitions to the bold words in the text

1. larger than usual size
2. all of something
3. happening in the very near past

5) Discuss the questions with a partner.

- What kind of lifestyle do you think travel bloggers have?
- Would you like to have your own blog? Why or why not?



# Vocabulary

## 1) Read, listen and repeat

▶ **Lesson 17**

a company that helps with travel preparations

prepare a visit to a place

a person who gives information about places of interest

visit a number of places by a ship or boat

the place where someone is going

the bags that you put your things in and take with you when travelling

a ticket to travel only to your destination, but not back

a ticket to travel to your destination and back

## 2) Complete the sentences with the words or phrases from Task 1.

1. I'm not planning to come back here again. Please book a single ticket for me.
2. I often travel with a lot of luggage.
3. When will you arrive at your last destination?
4. I need to be back here on the tenth of June. Can you book a return ticket for me please?
5. We would like to see the sightseeing of the city. Will ask the travel agent to book tickets for us.
6. The travel agent gave a lot of interesting information about the history of Azerbaijan.
7. Please wait for me at the airport. Let's book the tickets together.

## 3) Listen to a conversation in a travel agency and complete the notes.

▶ **Lesson 17**



1. Got a return ticket.
2. Paid extra \$ for luggage at the airport.
3. Holiday destination: Azerbaijan.
4. The hotel room didn't have a view.
5. The hotel food was terrible.
6. Mrs Hammer wants two tickets.
7. Her contact number: 0123456789.

**To complain**  
Share unhappy feelings about sth.

#### 4 A Match the halves.

- 0 book **g**
- 1 pack
- 2 go
- 3 visit
- 4 arrive
- 5 ask for
- 6 organise

- a) a tour guide
- b) a travel agency
- c) a tour
- d) at a destination
- e) on a cruise
- f) luggage
- g) a return ticket

#### B Complete the sentences with the phrases from Task 4A. You may need to change the verb forms.

- 0 We booked a return ticket because we had an important meeting in our country that week.
- 1 We ~~arrived~~ because we wanted someone to show all the places of interest.
- 2 She ~~travelled~~ into the boot of the car.
- 3 She wanted to see the ocean, so she saved all her money ~~to travel~~.
- 4 ~~We travelled~~ because we wanted to book a flight to Italy.
- 5 We were exhausted when we ~~arrived~~ after two days.
- 6 They asked the travel agent to ~~organise~~ for them.



#### 5 Role-play the situation.



You are back from a summer holiday. You are not happy about your holiday. Talk to the travel agent and complain about their service.

**STUDENT A**



You are a travel agent. Talk to the angry customer and ask about the details of the holiday.



**STUDENT B**

# Grammar A

- 1) Read the conversation between Nadir and Steve and answer the question. Choose a, b or c.

What is the conversation mainly about?

- a) A new hotel
- b) A holiday plan
- c) A trip with friends

**Steve:** Hi! Where were you? I didn't see you during the holiday.



**Nadir:** Hi, Steve! I wasn't in Baku during the holiday.

**Steve:** Did you travel abroad or within Azerbaijan?

**Nadir:** I travelled within Azerbaijan.

**Steve:** Did you travel with your friends or with your family?

**Nadir:** I was with my friends.

**Steve:** Did you stay in a hotel or in a hostel?

**Nadir:** We stayed in a new hotel.

**Steve:** Was it warm or cold in the regions?

**Nadir:** In the daytime it was warm, but at night it was freezing. We had a lot of fun together. We went hiking and climbed a mountain.

**Steve:** I believe it was fun. I'd like to join you next time. Do you have any plans for the winter break? Are you going to stay in Baku or travel?

**Nadir:** We are planning to go to the southern part of Azerbaijan. You can also join us. I am sure you will like it.

**Steve:** With great pleasure!



## GRAMMAR TASK

### Alternative Questions

- start with the auxiliary verb **is/am/were** or **do/does** or **will** or **should**
- have the connecting word **or**
- contain two or more answer options to choose from

**Did you travel abroad or within Azerbaijan?**

**Was it warm or cold?**

- 2) Read the conversation in Task 1 again and find other examples of alternative questions.

**3) Put the words in the correct order to make alternative questions**

- 0 coffee? Do you like / tea / or / Do      Do you like tea or coffee?
- 1 or / plane / Tim / travel / car / by / Does / by / often ?
- 2 play / Did / or / football / the children / basketball ?
- 3 than / you / older / your / younger / is / sister / or ?
- 4 or / countries / Do / usually / they / was / cold / visit ?
- 5 the children / two / ago / days / on / Were / yesterday / at the cinema ?
- 6 grandparents / to live / Did / use / in a city / in a village / you / or ?

**4) Make alternative questions to the following sentences**

- 0 My sister eats eggs or cereal for breakfast  
Does your sister eat eggs or cereal for breakfast?
- 1 We will stay in a hotel or at our friend's house
- 2 There were enormous mountains or green forests on our way.
- 3 The travellers used suitcases or backpacks to carry their things.
- 4 My friends are planning to have a picnic on Saturday or Sunday
- 5 Tourists usually buy Azerbaijani carpets or scarves
- 6 The best time to travel to Moscow is winter or spring.

**5) Ask and answer alternative questions about your last holiday and next holiday plans.**

1



2



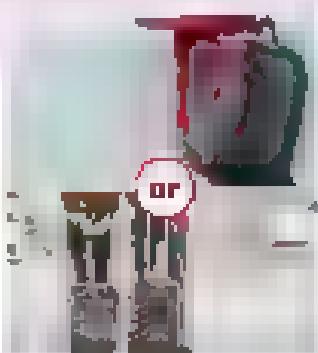
3



4



5



6



# Grammar 6

- 1) Read Jamila's email to Jessica and complete the sentence. Choose a, b or c.

Jamila and Jessica ★★★

- a) like cold weather
- b) are planning a holiday
- c) were on holiday together

[Read more]

Jessica  
Subject: My holiday

Dear Jessica,

We had a great holiday! It was fascinating, wasn't it? We spent a lot of time in the mountains, didn't we? We didn't feel bored at all, did we? I am sure we'll never forget those days. The weather was cold, wasn't it? We were lucky to have warm clothes - took some photos and am sending them to you. You also took some photos, didn't you? Please send them to me when you have time.

Write to me soon!

Best  
Jamila

From: jamila@jmail.com

Send



Learn about tag questions

## Tag questions

A tag question is a short question added to the end of a sentence.

We use tag questions to say 'Is that right?' or 'Do you agree?'

When the sentence is affirmative, we use a **negative tag question**

The weather was cold, wasn't it?

When the sentence is **negative**, we use an **affirmative tag question**

We didn't feel bored at all, did we?

Ask a general question first to find the right auxiliary verb for your tag question.

We spent a lot of time in the mountains, **★★★?**

Did we spend a lot of time in the mountains?

We spent a lot of time in the mountains, didn't we?

Use short negative contractions in tag questions

isn't aren't wasn't weren't don't doesn't didn't can't won't

2) Read the email in Task 1 again and find other examples of tag questions.

3) Listen and complete the sentences. Then decide if the questions mean "Is that right?" or "Do you agree?" 

1. Ben was the winner of ~~the~~ last year. Wasn't he?
2. You can't leave there by ~~the~~ car you?
3. The ~~the~~ isn't interesting enough, is it?
4. Mr Barry and his class will go ~~the~~ next month. Won't they?
5. This ~~the~~ looks terrifying, doesn't it?
6. The ~~the~~ is too boring to watch. Isn't it?

4) Choose the correct option to complete the questions.

- 0 They are late for the match, are they/aren't they?
- 1 Leyla works hard, does she/doesn't she?
- 2 Mr Butler and his family went hiking last year didn't they/did they?
- 3 This football match will be exciting enough. Will it/won't it?
- 4 It isn't raining now, isn't it/is it?
- 5 The travellers were exhausted after the long walk. weren't they/were they?
- 6 You cannot take a nap during the show, can you/can't you?

5) Match the halves.

- |   |                  |
|---|------------------|
| 0. You did your homework, <del>the</del>                            | a) do they?      |
| 1. Belle and her sister speak four lang: uages <del>the</del>       | b) does he?      |
| 2. Fand was in the park yesterday evening. <del>the</del>           | c) weren't they? |
| 3. Marie's son always visits her <del>the</del>                     | d) don't they?   |
| 4. This cake tastes delicious enough, <del>the</del>                | e) will he?      |
| 5. The passengers were excited to hear the news. <del>the</del>     | f) didn't you?   |
| 6. Your cousins don't come to your party every year. <del>the</del> | g) doesn't it?   |
| 7. Jim won't join us tomorrow. <del>the</del>                       | h) wasn't he?    |
| 8. Steve doesn't live in Azerbaijan, <del>the</del>                 | i) doesn't he?   |

6) Write tag questions to ask your partner about his/her last holiday and next holiday plans. Then ask and answer the questions with your partner.

# Listening

## 1) Discuss the questions with a partner

- Do tourists like visiting Azerbaijan? Why or why not?
- What do you think they like most in Azerbaijan?
- What can Azerbaijan people do to have more tourists?

## 2) Listen to a talk and answer the question. Choose a, b or c



What is the talk mainly about?

- a) A visit to the regions of Azerbaijan
- b) A local travel blogger
- c) A blogger's family

## 3) Listen again and answer the questions. Choose a, b or c



Hi! I'm Aida  
from Azerbaijan.  
Welcome to  
Azerbaijan's  
Friendliest Travel  
Community!

EXPLORE  
AZERBAIJAN WITH  
*me*

### LATEST BLOG POSTS



1 When Aida started blogging, she **★★★**

- a) was an English teacher at school
- b) was studying at school
- c) was taking English classes

3 What does Aida say about her blog?

- a) Her posts never get many likes
- b) She only shares photos in her blog.
- c) One of her recent posts got a lot of likes

2 When Aida was a child, **★★★**

- a) her family often went abroad
- b) her father made a lot of money
- c) her family travelled within Azerbaijan

4 In the future, Aida is planning **★★★**

- a) to write her own travel book
- b) to start her own business
- c) to change her blog's name

1 You want to create a blog about Azerbaijan. Talk to your partner about what kind of blog you would like to have. Discuss the ideas below.



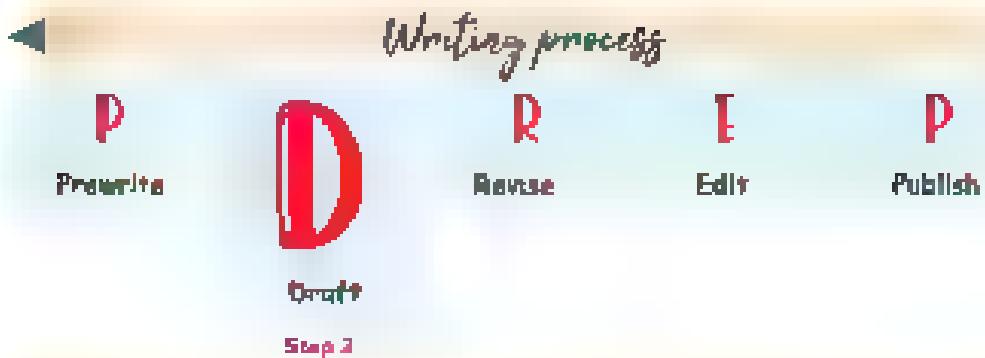
5) Discuss the questions with a partner

- What do you think tourists should know about Azerbaijan before their visits?
- What are the three most important words or sentences they should learn in Azerbaijani?
- What do you think they shouldn't do in Azerbaijan?

# Writing



When we write, we follow some steps.



- Use your notes from brainstorming and outlining steps.
- Turn your ideas into sentences and your sentences into a paragraph
- Just write! Don't worry about mistakes
- Include main ideas and details
- Leave some space after each line. It will make editing easier

1 Look at the word web and add your own ideas in the gaps.

★★★

★★★

A toothbrush

What do you  
take with you  
when you  
travel?

a mobile phone

A phone  
charger

★★★

## 2) Complete the sentences with your own ideas.

1. The most important thing is ★★★ cannot ★★★ without it.
2. It is important to take ★★★ because ★★★
3. It is not important to take ★★★ because ★★★
4. You can find ★★★ in the hotels, so there is no need to take it.
5. I don't think ★★★ is useful.

## 3) Follow the instructions.

A. Write your opinions in the word web.

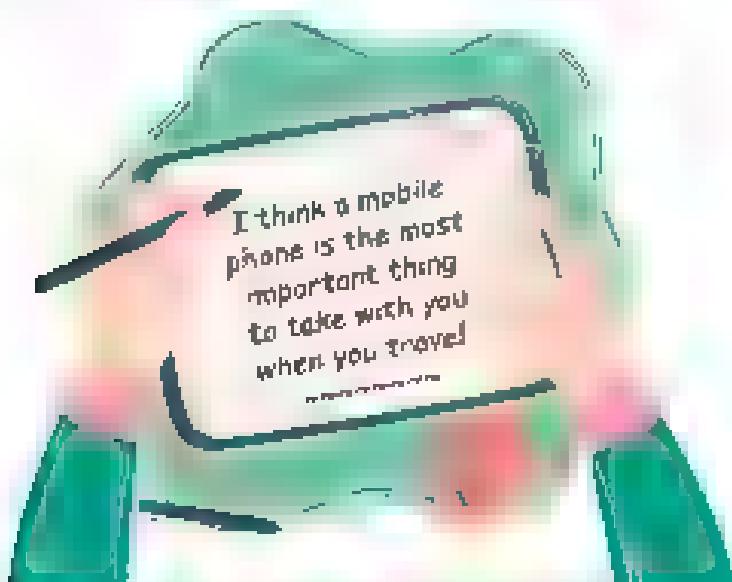
How can a mobile phone be helpful when we travel?

★★★

B. Outline your plan.

Opinion: A mobile phone is the most important thing to take abroad.  
Body: ★★★  
Closing: ★★★

C. Now write your first draft.





# BETTER THAN YOU

## BY TRUDY LUDWIG

### PART 2

When I did this go say hi to Uncle Kevin he same reply.

"Why are you sitting here alone Tyler?" he asked

I didn't say anything and just kept playing banjo until 5pm the afternoon

"You know Tyler I think you need to play the guitar right now I am sure it will help" he told me

We went outside the garden and I started playing the guitar since Kevin was right. It helped me feel better. But it still didn't solve my problem with Jake.

After a while Uncle Kevin asked "How was your day at school?"

"It wasn't easy" I answered. "My friend Jake is so annoying. I know he is better than me at many things. I feel like a loser when I'm around him."

"Is Jake like this around your other friends too?" he asked.

I thought about it for a minute since Carlos and Oscar that he didn't like Jake at all because he always annoyed him.

"He thinks he is better than us," said Carlos to Oscar

"Yes, he is really annoying!" agreed Oscar

So, it wasn't only me that Jake treated this way. The other kids found him annoying too.

I shared this with Uncle Kevin and he told me now people like Jake are like the pufferfish they puff up their bodies to make themselves bigger than they actually are.

When a kid acts like a pufferfish he takes up so much space that he can also push away friends."

Uncle Kevin suddenly stood up and shouted, "Make way for Pufferfish Man!" He started running after me.

After Uncle Kevin left I rode my bike to the schoolyard. When I got there Jake and Neko, the new kid on our street were throwing a Frisbee.

"Hey, can I play, too?" I asked.

"Sure," they both said.

I threw the Frisbee.

"Nice!" said Neko.

"Thanks," I answered.

And then Jake did what he does best. He puffed up.

"That's nothing," he said. "Look what I can do."

When it was Neko's turn he did an amazing throw.

"Wow! That was amazing!" I told Neko.

"Thanks. I can teach you how to do it."

"Really?"

"Sure and you can teach me how you did your throw."

Then Neko looked at Jake and said, "I can show you too."

"Well, I know all the cool throws I need to know," said Jake and walked away.

I ran up to him and said, "Don't gr~~o~~ Jake, don't gr~~o~~ Neko—guys Frisbee better than we do and it is OK. Let's just play and enjoy it."

"No, I am not playing anymore. Are you coming?"

I looked at Jake and then at Neko. "No, thanks. I am going to stay here with Neko."

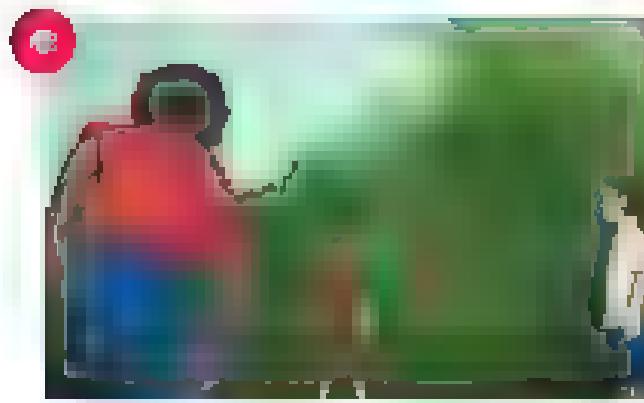
Jake said something slowly and went home.

Neko and I taught each other different throws I learned but Neko had a guitar but didn't know how to play it. "I'll teach you how to play it," I said to Neko.

You know what? I have a feeling that Neko and I are going to be better guitarists soon!

# The End

**(1)** Read the story and put the pictures in the correct order.



**(2)** Answer the questions.

- 1 What helped Tyler feel better?
- 2 Did Jake treat others the same way he treated Tyler?
- 3 Why did Uncle Kevin say that Jake was like a pufferfish?
- 4 What did Niko and Tyler have in common?

**(3)** Think of another ending for this story and share it with a partner.

**(4)** Make a list of your strengths and weaknesses. Then discuss the questions with your partner.

- How can I become better at my weaknesses?
- How can I become even stronger at my strengths?

# TIME TO WATCH

## Giving thanks

- 1) Look at the picture and discuss the questions.

- What special day are they celebrating?
- Why do you think Yahya is happy?



- 2) Watch the video and match the presents to the children.

- |          |           |
|----------|-----------|
| Katelyn  | a) a book |
| I Shams  | b) a ball |
| 3 Daniel | c) a cup  |

- 3) Watch the video again and complete the sentences.

- |   |  |
|---|--|
| 1 Thank you <b>★★★</b> for the lovely cup | 1 You're welcome. It's my <b>★★★</b>           |
| 2 Not at <b>★★★</b>                       | 4 Thanks a lot <b>★★★</b> giving me this book. |

- 4) What expressions in the video can you use when someone is thanking you for something?

- a) **★★★**
- b) **★★★**
- c) **★★★**



- 5) Role-play the situation.



It's your best friend's birthday. You have several presents for him/her. Congratulate your friend and give him/her the presents.



It's your birthday. Thank your friend for his/her presents. Open them and make comments about each present.



# Review

- 1) Complete the sentences with the words/phrases from the box.

travel agency tour guide destination a cruise luggage a single ticket

0. The flight company says each passenger can have 23 kilos of luggage.
1. Would you like to fly or do you prefer going on **★★★**?
2. I'm not sure about my return date so I'll book **★★★**.
3. This is the best **★★★** in the city. They organise the best tours.
4. Your last **★★★** was Canada, wasn't it?
5. You should ask for a **★★★** to learn about the history of this fascinating place.

- 2) The travel agent needs to ask some questions to organise a tour for Jake and Megan. Use the options below to make alternative questions.

0. Would you like to travel in winter or in summer?

1 one country/  
more countries

0 winter/  
summer

2 one week/  
two weeks

5 a hotel room/  
a cottage

3 a single  
ticket/ a return  
ticket

4 by plane/  
go on a cruise

### 3) Choose the correct option to complete the sentences.

- 0 They went abroad last week. didn't they/weren't they?
- 1 You can book a hotel room for us. can't you/can you?
- 2 James was in the same flight with you. was he/between them?
- 3 You want a return ticket. do you/don't you?
- 4 His uncle and cousins are going on a cruise this weekend. isn't he/aren't they?
- 5 Romania will not be your last destination. will it/won't it?
- 6 Mrs Green stayed here for three weeks. didn't she/doesn't she?

### 4) Complete the sentences with tag questions.

- 0 Your brother plays football very well. doesn't he?
- 1 You are from New Zealand. \* \* \*?
- 2 Travelling by train is cheaper than travelling by plane. \* \* \*?
- 3 You got a single ticket to Italy. \* \* \*?
- 4 Paul and his cousins weren't in the travel agency. \* \* \*?
- 5 The tour guide will talk about the history of the country in English. \* \* \*?
- 6 Lamar cannot join us on a tour. \* \* \*?

### 5) Make three alternative and three tag questions to ask about your partner's last travel and future travel plans



#### Find the mistakes.

##### Vocabulary

- 1 We had a single ticket. So, we travelled to Moscow and back with that ticket.
- 2 We met our friends at the travel agent.
- 3 We'd like to have a travel guide.
- 4 Went to a cruise by myself.

##### Grammar

- 1 You were here before, weren't you?
- 2 Bella can play football or basketball?
- 3 Jim booked the tickets doesn't he?
- 4 You want coffee or tea?

##### Spelling

- 1 Leyla was so excited to go on her first cruise.
- 2 Serbia was our last destination.
- 3 I always travel with a lot of luggage.
- 4 Will you book your tickets at the travel agency?

# Reading

## UNIT 5 FRIENDS FOREVER

### 1) Discuss the questions with a partner

- Is it important to have friends? Why or why not?
- Do you have a close friend? Who is he/she?

### 2) Read the article and choose the best title

- a) What my best friend likes
- b) How our friendship started
- c) Why I love my best friend so much

#### to promise

to tell sb. that you will do or not do sth.

#### to punish

to make someone suffer because they did sth wrong

#### to whisper

to speak to sb. close to you quietly

### Latifa and Khalida

I was a four-year-old little girl then. My father took me to the kindergarten and promised to stay outside.

It was the first day of kindergarten. Everyone was crying. I sat at the second desk and started crying, too.

I was crying loudly and looking at everyone. Suddenly, I saw a girl called Khalida at the last desk. She wasn't crying.

The next day, everyone stopped crying, but I didn't stop. I cried for a month. Finally, the teacher got angry and changed my seat. I sat next to Khalida. She took a little doll out of her bag and gave it to me. We started playing with the doll and stopped crying.

Now we are twelve years old. Our friendship grew along with us. Khalida moved to another city last year and changed her school, but it didn't end our friendship. We often call each other and love talking about our classes.

Last week, Khalida came to my city and we spent a good time together. She joined my guests at my birthday party and sang a Happy Birthday song while I was cutting my birthday cake. I am happy to have a friend like her.



Latifa Khalida

## Elay and Ayan

Elay and I were in the same class from the first grade to the ninth grade. I was the most hardworking student and he was the noisiest of all.

One day Elay made a lot of noise and our teacher wanted to punish him. She asked him to sit with me – the most hardworking student in the class. Elay and I didn't like each other from the start. He often made me angry – took my lunch, drew on my notebooks, poured juice on my bag and pushed me during breaks.

One day he broke my favourite pen and shouted at him. The teacher took us to the director's room. After the meeting with the director, we were back in class. We didn't look at each other that day.

That month it was his birthday and he brought a chocolate cake to class. Everyone took a slice of cake – also wanted to try but then decided not to do it because it was Elay's cake.

Suddenly he came to me and whispered in my ear: "I saved these 2 slices for you." Now he is my best friend. We spend a lot of time together. We both want to become doctors one day.



Elay Ayan

### 3) Read the article again and write the names Khalida, Latifa, Elay or Ayan

1. ★★★ was the only quiet student in the beginning.
2. ★★★ didn't calm down for a month.
3. ★★★ studied very well.
4. ★★★ made his/her classmate angry.
5. ★★★ lives in a new place.
6. ★★★ shared a birthday cake with his/her friend.

### 4) Complete the sentences with the words/phrases from the article.

1. Khalida was sitting at ★★★.
2. Latifa stopped crying after Khalida gave her ★★★.
3. Khalida and Latifa enjoy ★★★.
4. The teacher changed Elay's seat, because she wanted a ★★★.
5. On his birthday, Elay gave ★★★ to Ayan.

### 5) Test yourself about your best friend. Answer the questions.

- |   |  |
|---|--|
| 1. When did you first meet him/her?       | 1. What was he/she wearing that day?               |
| 2. What year/month/day was it?            | 5. Who spoke first? What did you/he/she say first? |
| 3. How old was he/she when you first met? |  |

### 6) Talk to your partner about the day when you first met your best friend.

# Vocabulary

1) Read, listen and repeat



**Confident** people believe in their ability and success

**Generous** people are ready to give their money or spend their time to help others

**Optimistic** people always think positively

**Serious** people are usually calm and don't laugh very often.

You can trust **reliable** people

**Honest** people always tell the truth

**Patient** people can wait for a long time without becoming angry

**Fun-loving** people enjoy telling jokes and funny stories

2) Choose the correct option.

I think only the best possible thing will happen

My friends never feel bored with me. I know how to make them smile

I often visit elderly people in nursing homes. I buy them what they need

1 She is **serious/reliable/fun-loving**

2 He is **confident/optimistic/generous/patient**

3 She is **optimistic/generous/fun-loving**

My friends tell me their secrets. I never share them with anybody

I think good people shouldn't tell lies. I always tell the truth

I think a lot and don't laugh very much. I don't like telling jokes

4 She is **confident/generous/reliable**

5 He is **honest/generous/serious**

- 3) Listen to 5 people talking about their friends and match them to the kind of friends they have. There is one extra option.



- a) optimistic
- b) patient
- c) serious
- d) generous
- e) fun-loving
- f) reliable

- 4) Complete the conversations with the words from Task 1.

0

What's Nick like?

He is ~~super~~ of himself.  
He is a confident person.

1

What's Sarah like?

She believes everything will be great in the future. She is very ~~★★★~~.

2

What's Alex like?

He's nice, but he is very ~~★★★~~. He doesn't laugh much.

3

What's Kate like?

She is a nice person, but she can't keep secrets. She isn't ~~★★★~~.

4

What's Alia like?

She is like an Idol. She never tells lies. She is ~~★★★~~.

5

What's Julia like?

She is a great person. She always helps the poor. She gives them money and food. She is ~~★★★~~.

- 5) Think about your best friend. What is he/she like? Tell your partner about him/her.

# Grammar A

- 1) Read the conversation between two friends and answer the question. Choose a, b or c. What are they mainly talking about?

- a) Emily's favourite lesson
- b) Murad's favourite school subject
- c) The best school subject



**Emily:** Murad, why do you love Chemistry classes most of all?

**Murad:** Chemistry lessons help me understand how everyday things work. For example, If you cut an onion, it makes you cry. But did you know this happens because of a chemical reaction? There is sulphur in onions and it turns to sulphuric acid in your eyes. If you cut the onion under water, the sulphur reacts with the water and not your eyes.



**Emily:** That sounds interesting.

**Murad:** I'll give another example of Chemistry in our life. If you put ice into a glass of water, the ice floats. This is so because the density of the ice is lighter than the water.

**Emily:** Let's take our seats. The Chemistry class starts now.



## GRAMMAR TASK

### Zero Conditionals

If + Present Simple, Present Simple.

You use if or when with the Present Simple followed by the Present Simple in the main clause to talk about facts and things which are generally true. We call it the **Zero Conditional**.

If-clause	Main clause
If (When) + Present Simple	Present Simple
If you cut an onion,	it makes you cry.
When you cut an onion,	it makes you cry.

Pay attention to the punctuation.

If it rains, I always take my umbrella.  
I always take my umbrella if it rains.

- 2) Read the conversation in Task 1 again and find other examples of the Zero Conditional.

### 3) Match the halves.

- |   |                    |
|---|--------------------|
| 1. If you mix water and electricity, <b>D</b> | a) they cry        |
| 1. If you heat ice, <b>C</b>                  | b) you get a shock |
| 2. If it is too cold, <b>E</b>                | c) they bite       |
| 3. Babies are hungry. <b>A</b>                | d) they get fat    |
| 4. If people eat too much, <b>B</b>           | e) it melts        |
| 5. If you mix oxygen and hydrogen, <b>F</b>   | f) you get water   |
| 6. If snakes are scared, <b>G</b>             | g) rivers freeze   |

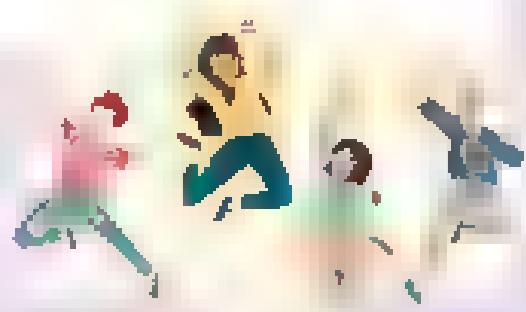
### 4) Complete the sentences with the verbs in the correct forms.

break      (not) go      boil      die      put      get      go

- |   |  |
|---|--|
| 1. We never <u>go</u> skiing if it is hot.                      | 4. Plants <b>★★★</b> if they don't get enough water. |
| 1. If you mix red and green, you <b>★★★</b> brown.              | 5. If you <b>think</b> water in the freezer, it      |
| 2. If you drop a glass on the floor, it <b>★★★</b> becomes ice. | 6. <b>★★★</b> to school if I am sick.                |
| 3. Water <b>★★★</b> if you heat it to 100 °C.                   |  |

### 5) Complete the sentences with your own words.

1. My friend is always angry if **★★★**
2. I am always happy if my friend **★★★**
3. My friend doesn't go to school if he/she **★★★**
4. I always help my friend if he/she **★★★**
5. My friend calls me if he/she **★★★**
6. I don't speak to my friend if he/she **★★★**



### 6) Complete the questions with the correct form of the verbs in brackets. Then discuss the questions with a partner.

1. What subject **★★★** (your friend/prefer) studying if he has free time?
2. What **★★★** (your friend/like) doing if the weather is nice?
3. What do you do if you **★★★** (be) not ready for the lesson?
4. How **★★★** (you/feel) if you make a lot of mistakes in the test?
5. What do you do if your friend **★★★** (have) problems?
6. What do you do if your best friend **★★★** (feel) upset?
7. How do you feel if you **★★★** (not see) your best friend for many days?

# Grammar B

- 1) Read Jessica's email to Leyla and answer the question. Choose a, b or c

Why is Jessica writing this email to Leyla?

- a) She wants to invite her to a party.
- b) She wants to tell her about her friends.
- c) She wants to become friends with her.



ANSWER

ANSWER

Dear Leyla,

Hope you are doing well.

Do you remember me? We met at Nick's birthday party last week. I want to become friends with you. You know I am living in Baku now and I don't have any friends here. Nick says you are a fun-loving person. If we become friends, we'll have a lot of fun together. Nick also says you love watching comedy films — like them, too. If we become friends we'll watch them together at the cinema. If I have free time tomorrow, I'll write again.

Please write back to me.

Best,

Jessica

ANSWER



ANSWER

First Conditional

We use the First Conditional to talk about something which is possible to happen in the future.

If-clause	Main clause
If + Present Simple If we become friends	Future will we will have a lot of fun together

Pay attention to the punctuation.

If go there tomorrow, will meet my friends  
will meet my friends if go there tomorrow



ANSWER

2) Read the conversation in Task 1 again and find other examples of the First Conditional.

3) Listen to the telephone conversation between Leyla and Jessica and complete the sentences.



1) If they become friends, they will study or ★★★ together

2) If Leyla studies math with Jessica, she ★★

3) Jessica will call Leyla if she ★★



4) Match the two parts of each sentence and make them into one sentence using **If**. Put **If** at the beginning or in the middle.

a) If I see Nick, I'll ask him to call you.

b) see Nick if

c) you are honest

d) you are lucky

e) will not water the trees

f) we study hard

g) they are late

h) we will put on our coats

i) you will win the game

j) their teacher will be angry

k) you will never tell lies

l) we will do well in our exams

m) the weather is cold

n) I'll ask him to call you

o) it rains tomorrow

5) Make a chain story in groups.

Student 1

If my friend moves to another country, I will miss him.

Student 2

If I miss him, I will often call him.

Student 3

I often call him,

Use one of the chain story starters below:

- If you are an honest friend, ★★★
- If my friend stops talking with me ★★★
- If I have a reliable friend, ★★★
- If I become friends with a famous person, ★★★

# Listening

## 1) Discuss the questions with a partner

- Why do people need friends?
- What can happen if a person has no friends?

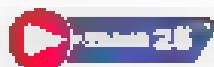
## 2) Listen to a song and complete the sentence. Choose a, b or c

The song is about **★★★ Friends**

- a) online
- b) true
- c) old



## 3) Listen again and complete the gaps



Oh-oh-oh

If you ever find yourself stuck in the middle of the 1) **★★★**

I'll sing the world to find you.

If you ever find yourself lost in the 2) **★★★** and you can't see.

I'll be the light to guide you.

Find out what we're made of

When we are called to help our friends in 3) **★★★**

You can count on me like 1, 2, 3

I'll be here

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

Cause that's what friends are supposed to do, oh yeah

Ooh-oh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh, yeah, yeah

If you're tossing and you're turning

And you just can't fall asleep

I'll sing a 4) **★★★** beside you

And if you ever forgot how much you really mean to me

Every day I will remind you, oh

You'll always have my shoulder when you 5) **★★★**

I'll never let go

Never say goodbye

You know,

You're counting on me cause I can count on you



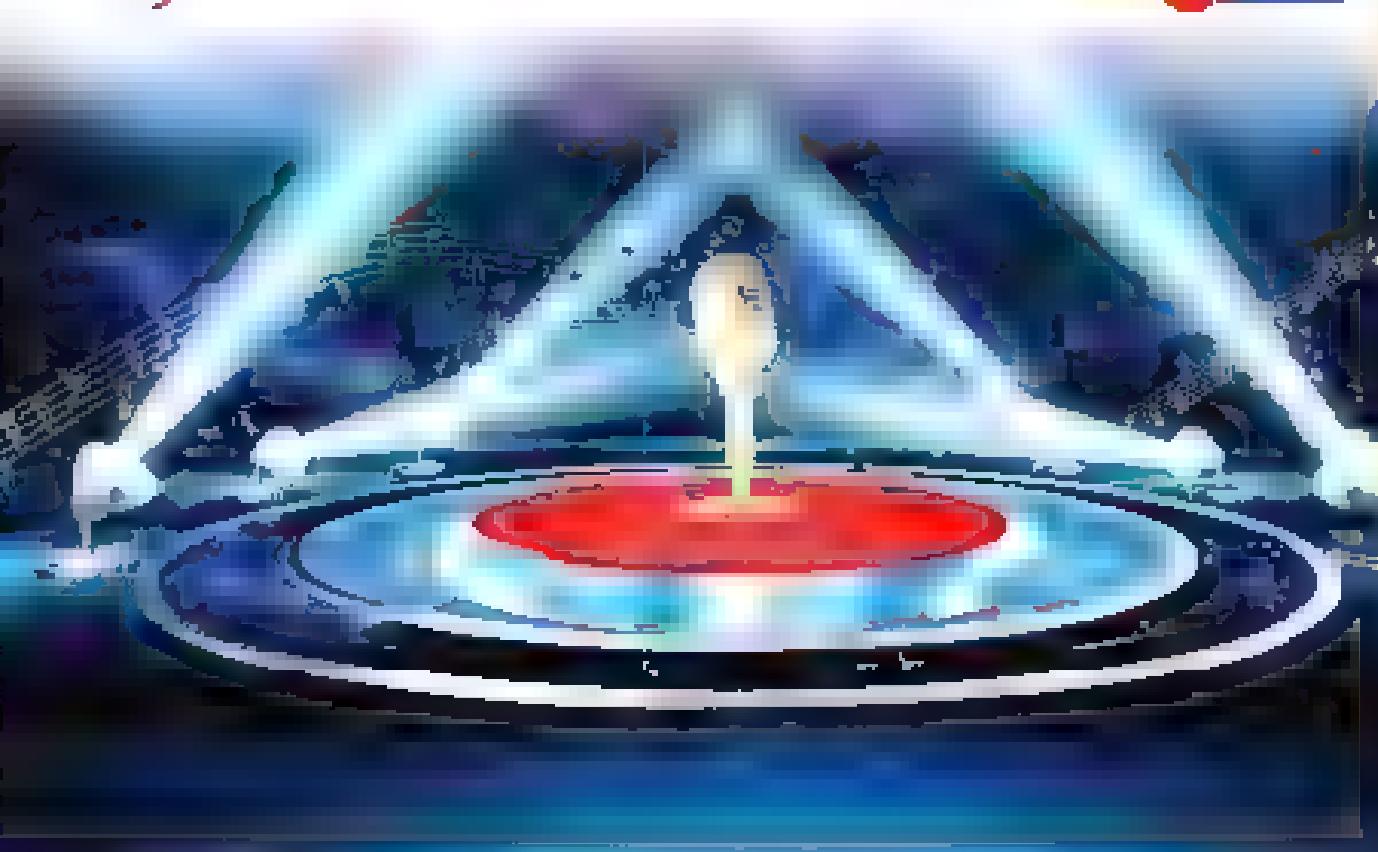
4) Look at the underlined words in the song. Match them to their definitions. One definition is extra.

- a) not remember to do something
- b) believe that someone will help you
- c) stay on water
- d) help somebody remember something
- e) not able to move
- f) show somebody the way to a place
- g) move from side to side or back and forth

5) Work in groups and complete the lines from the song with your own ideas about friends.

- 1) If you ever find yourself stuck in the middle of the **★★★** "I'll **★★★**"
- 2) If you ever find yourself lost in the **★★★** "I'll **★★★**"
- 3) If you ever forget how much **★★★** "I **★★★**"
- 4) If you ever ~~★★★~~ "I'll ~~★★★~~"

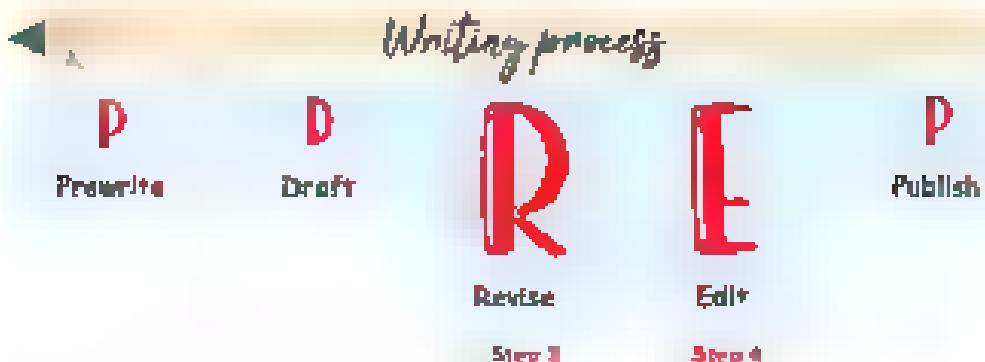
6) Listen and sing the song. Use the sentences you wrote in Task 5.



# Writing



When we write, we follow some steps.



Think about what to change or develop in your writing to make it better.

Use this letter guide while revising your writing.

## DARE

**D**elete unnecessary information

**A**dd more important details or linking words such as but, and, so

**R**earrange text to make it logical and effective

**E**xchange words for clearer or stronger ones

This is the last step of the writing process.

Use this letter guide while editing your writing. CUPS

**C**apitalization

**U**sage

**P**unctuation

**S**pelling

- 1) Rewrite the sentences by replacing the underlined words with better ones.

0. Don't say the words very slowly. I cannot hear you well.

Don't whisper, I cannot hear you well.

1. My friend's name is Julia. She is good. You can always trust her.

2. Emin doesn't like speaking about funny things. He is very serious.

3. This song is about friends on the Internet.

- 2) Read the sentences and add one of the words in the box to the sentences. There is one extra word.

so      when      but      will      enough

0. I'm sad my cat is ill. I'm sad when my cat is ill.

1. I go to the party today. I talk to him about our plans.

2. Jamal is fun-loving. Karim is serious.

3. She is a generous person, she will help you with great pleasure.

3) Read the topic sentences and choose the sentences that support them.

1

have 3 friends

- Q. A
- 1. ★★★
- 2. ★★☆
- 3. ★☆☆

2

It is important to have reliable friends

- 1. ★★★
- 2. ★★☆
- 3. ★☆☆

- A. They are my classmates
- B. You have a better time with such people
- C. All of them study very well
- D. You can tell them your secrets
- E. If you have such friends you feel safe because you can always trust them
- F. We always go to the park when the weather is nice
- G. like spending time with them

4) Edit the text. Use the letter guide CUPS.

My friend Kevin is a very generous person. He is always ready to help people. He helps all his classmates with their home tasks. He is also very patient when he explains something to us. He never gets angry. All our classmates love him. It is important to have good friends around us.



5) Follow all the writing steps and write about your best friend.

( Brainstorm )

Outline

Write your first draft

Revise and edit

### *Meet the Author Jacqueline Woodson*

Jacqueline Woodson is a popular author of children's books. When she was a girl, she used to sit in the corner of her room as teacher, singer or seamstress. When she grew up, she understood that writing made her the happiest. She wanted to write about



friendship and all of the new things she could find in most places than she was at a bus. Her family, especially in school and English because she loves writing. She returns visit the same book again and again because she enjoyed them.



## TEACH KINDNESS BY JACQUELINE WOODSON

### PART I

That winter snow fell on everything and turned the world a brilliant white. One morning the classroom door opened and the girl walked in. She ate with a grin and said to us, "This is Maya." Maya looked down at the floor. I think I heard her whisper "Hello."

We all stared at her. Her name was Maya, yet had just (not) eaten breakfast. Her shoes were spring shoes.

Our teacher Mr. Albert said, "Say good morning to our new student." But most of us were silent.

she on a camp trip, was next to me. Our teacher asked Maya to sit here. And on that first day, Maya turned to me and smiled. But I didn't smile back. I moved my chair myself and my books a little farther away from her. When she looked at me I turned to the window and looked out at the snow.

And every day after that when Maya came in the school, I turned away and didn't smile back.

My best friends that year were Kendra and Sophie. At lunch time we walked around the school yard. We enjoyed whispering secrets to each other at times. One day while we were walking in the school yard, Maya came over to us. She held open her hand to show us a small red ball. It was her birthday present.

Maya played a game against herself because we didn't want to play with her. That afternoon when we got back into the classroom, Maya whispered to me, Guess who the new Jacks Champion of the World is?

Bethind me, Adrienne whispered, Chloe has got a new friend! Chloe has got a new friend!

She's not my friend! I whispered back.

The weeks passed. Every day, we whispered about Maya. Laughed at her clothes, shoes and the strange food she brought for lunch.

We said no when she wanted to play with us.

*To be  
continued...*

**(1)** Read the story and put the pictures in the correct order.



**(2)** Answer the questions.

1. What was the weather like on Maya's first day at school?
2. How did Maya feel on the first day?
3. What didn't the children like about Maya?
4. Why did Maya show a small bag to the girls?
5. What did Chloe and her friends love doing?

**(3)** Discuss the questions with a partner.

- Who do you think had a problem? Maya or her new classmates? Why?
- What do you think is going to happen in the next part of the story?

# TIME TO WATCH

## Offering help

- 1) Look at the picture and discuss the questions.

- Why do you think Yahya is in Daniel's house?
- What are they doing?



- 2) Watch the video and complete the sentences.

- 1 It took Yahya ★★★ to get to Daniel's house
- 2 Daniel asked Yahya to ★★★
- 3 Katelyn finished packing ★★★ in the bedroom
- 4 Shams decided to ★★★

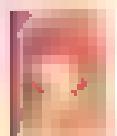
- 3) Watch the video again and complete the sentences.

- 1 Would you like a hand ★★★ those bags?
- 2 Is there ★★★ can do?
- 3 I'll make myself ★★★ by making some tea
- 4 That would be ★★★

- 4) Answer the questions.

- a) What other expressions in the video mean the same as Can I help you?
- b) What expressions in the video can you use when someone offers to help you?
- c) What expressions in the video did they use to thank someone for their help?

- 5) Role-play the situation.



You are a teacher. You decided to clean the classroom after the lessons. Ask student B to help you.



You are a student. Do what your teacher wants you to do and ask what else you can do.

# Review

## 1) Match the words to the situations

- 0. confident
- 1. fun-loving
- 2. generous
- 3. optimistic
- 4. serious
- 5. reliable
- 6. honest
- 7. patient

- a Her favourite sentence is "All the best things are on the way".
- b Yesterday told him a joke and he didn't laugh. In fact, he never laughs at any jokes.
- c She is a great person. Yesterday she gave all her money to a homeless person.
- d When am with her, we have a great time. She makes me laugh a lot.
- e He's my role model because he never tells lies.
- f am always late for meetings. He always waits for me and never gets angry.
- g He is ~~sure about his skills and he believes in himself.~~
- h She knows all my secrets and never tells them to anyone.

## 2) Complete the questions using the Zero Conditional. Then answer the questions.

- 0. What happens if you ~~eat~~ eat a lot of chocolate?  
If I eat a lot of chocolate, I have a toothache.
- 1. What happens if you ~~walk~~ walk much?
- 2. What happens if you ~~go~~ go to school for a week?
- 3. What happens if you ~~forget~~ forget your friend's birthday?
- 4. What happens if you ~~come~~ come home on time?
- 5. What happens if you ~~be~~ late for school?

## 3) Complete the questions using the First Conditional. Then answer the questions.

- 0. If you are bored tomorrow, what will you do (you do)?  
If I'm bored tomorrow, I will buy a book to read.
- 1. What will you do if you ~~have~~ have a lot of homework for tomorrow?
- 2. What ~~do~~ (you do) if you can't sleep tonight?
- 3. What film ~~watch~~ (you watch) if you have free time tonight?
- 4. What will you do if you ~~win~~ win a prize next month?
- 5. If you ~~be~~ tired after today's classes, what will you do?

## 4) Complete the sentences. Use the Zero or First Conditional.

- 0. If I'm sad, talk (talk) with my best friend.
- 1. If it snows this winter, ~~make~~ (make) a snowman.
- 2. If you don't put ice cream in the freezer, it ~~melt~~ (melt).
- 3. If I stay at home tonight, ~~watch~~ (watch) a film.

4. If I don't study well, my teacher **★★★** (get) sad.  
 5. If I meet him this week **★★★** (be) happy.

**5)** Complete the sentences using the First Conditional.



1. If the weather is hot today, **★★★**
2. If we ride our bicycles, **★★★**
3. If we are cold, **★★★**
4. If my friends are hungry, **★★★**
5. If we get tired, **★★★**
6. If one of the bicycles breaks **★★★**
7. The day will be great if **★★★**



Find the mistakes.



### Vocabulary

- 1 Reliable people enjoy telling jokes.
- 2 Generous people think positively about the future.
- 3 Honest people can wait for others for a long time and never get angry.
- 4 Fun-loving people will never share your secret with others.



### Grammar

- 1 If you will be late, you will be angry.
- 2 I will put on a coat, if it snows.
- 3 If the students make noise, teachers are angry.
- 4 Babies are hungry, they cry.



### Spelling

- 1 My uncle is very serious. He never smiles.
- 2 Please be patient! Don't get angry so quickly.
- 3 My sister is an optimistic person.
- 4 Be confident and believe in yourself!

# Reading

## 6

## LIFE IN THE FUTURE

### 1) Discuss the questions.

- What aspects of modern life do you like? Why?
- What aspects of modern life don't you like? Why?
- Do you like virtual reality games? Why or why not?

#### virtual

Virtual things don't exist in the real world. You do virtual things with the help of computer technology.

#### fitting rooms

In fitting rooms you try new clothes on

**space**  
Space is an empty area.

**car parks**  
Car parks are special areas for parking cars.

#### futuristic things

Futuristic things are very modern and they seem to come from the future.

#### traffic jam

In a traffic jam there are a lot of cars on the road and they move very slowly.

### 2) Read the text and answer the question.

What is the text mainly about?

- a) Transport in the future
- b) The appearance of future buildings
- c) The future of farming in cities
- d) Futuristic life in one city
- e) The future of shopping centres

It's 2050. My city looks very different from what it is now. It is like a big forest with modern buildings. They look like green blocks from outside. If you go inside, all the rooms have perfect views. If you are bored, with just one click you can change the view. This happens thanks to an app. The views are so realistic that no one can believe they are virtual. If you prefer the original view, no problem, just turn the app off and enjoy the original view.



In this city there aren't any traffic jams anymore. People don't drive cars because robots fly them in the air. Car parks are also in the air. This gives people a lot of space on the streets. As a result there are a lot of forests, parks and green areas in the city. People don't use cars for shorter distances. They use bikes in their everyday lives.

The streets of the city have special walls. If you want to buy food, you scan the code of the supermarket, choose the food and the time, and the food arrives at your door. Clothing shops have virtual fitting rooms. An app takes a photo of you and then it

helps you to choose the right clothes. It is very easy and fun. You sit and look at a virtual you trying on different clothes.

Now there are a lot of robots in all places. Don't worry, people still have jobs. They work less but earn more. They also have more time for leisure activities. If you think they spend most of their time on the internet, you will get surprised. They spend most of their time with their families and friends. It is surprising, but this aspect isn't very futuristic because, in past times, people always spent time like this. People also started growing their own food in my city. On special farmlands, they grow all kinds of vegetables, plants and trees. You can see beautiful flowers there as well. The view, the smell, the fresh air, the people and the life itself are just wonderful. What a perfect city!



### 3) Read the text again and decide if the sentences are True, False or Not Given.

1. There are trees inside homes.
2. One can have different views of the outside world from their homes.
3. In this city, people fly cars.
4. Car parks take a lot of space in the air.
5. Robots help you try on new clothes.
6. People have more time for their family and friends.
7. People grow fruit and vegetables on the farmlands closer to their homes.

The statements  
Not Given if you  
cannot find any  
information about it  
in the text

### 4) Complete the sentences with the words from the text.

Robots do a lot of jobs in different places, so people work 1) ★★★. This gives them the chance to have 2) ★★★ for their favourite activities.

It is hard to believe, but in my future city, people eat only organic food. They grow their own food on the farmlands. They also grow 3) ★★★ so the city looks colorful and smells perfect.

### 5) Discuss the questions with a partner.

- Can you live in such a city?
- What aspects of life in this city attract you most?
- What aspects don't look futuristic?

### 6) Complete the sentences with your own words.

1. In my future city, buildings are ★★★
2. We don't go to the supermarkets because ★★★
3. I spend most of my time ★★★
4. I don't like ★★★ in my future city.

# Vocabulary

## 1) Read, listen and repeat



Science fiction (sci-fi) movies are about imaginary future events and characters.

Adventure films are about unusual exciting or dangerous activities in exotic places.

In mystery movies there is a problem and main characters try to solve that problem.

Documentaries are about real people, places and events.

Special effects aren't real, but they look real in the movies.

In reviews we write our opinions about the movies.

A film critic's job is to give his/her opinions about films.

If a film stars someone, or if someone stars in a film, they are the main actors in it.

## 2) Complete the sentences with the words from Task 1.

to take place  
to happen

- 0 The story in this film takes place in a dream land. This is a very exciting adventure film.
- 1 The animals in the Jungle Book look so real. The stars are really good in this movie.
- 2 Judith Crist is a famous star. She writes reviews and publishes them in New York magazine.
- 3 I always forget this actor's name. He stars in the Harry Potter movies.
- 4 I like stars. It is interesting to see how the main characters solve the problems.
- 5 There are scenes about space travel between planets in Star Wars. It is a very famous star movie.
- 6 I like stars about presidents because we can learn a lot from them.

## 3) Match the sentences with the movie types.

Musicals	Comedies	Cartoons	Sci-Fi movies	Documentaries	Horror movies	Mystery movies
----------	----------	----------	---------------	---------------	---------------	----------------

- 0 These types of movies make you laugh. Comedies
- 1 In these types of movies we can see detectives. stars
- 2 These types of movies are very scary. stars
- 3 In these types of movies, there are drawings, not real people. stars

4. In these types of movies, people sing songs and dance ★★★
5. In these types of movies we can get information about famous people ★★★
6. These types of movies can be about space travel or robots ★★★

(4) Listen to the people and match them to the sentences. There is one extra sentence.



a) This person is watching a movie at the cinema.



b) This person is talking about a film critic



c) This person watched a comedy film.



d) This person is writing reviews of the films



e) This person is talking about special effects in one film



(5) Follow the instructions.



Look at page 132

**STUDENT A**



Look at page 135

**STUDENT B**

(6) Choose a movie and write about it.

Name of the movie:

★★★

Genre:

★★★

Language:

★★★

Length:

★★★



# Grammar A

- 1) Read the conversation between two students and answer the questions.

Gulchin: Aliya, what are you doing on Sunday?

Aliya: I'm visiting an exhibition with Maryam at 3 p.m.

Gulchin: What exhibition is it?

Aliya: It is the exhibition of new virtual reality games.

Gulchin: Oh, that sounds interesting. Is it free?

Aliya: No, you need to buy a ticket. There is a 30% discount for students  
can buy a ticket for you if you want to join us.

Gulchin: I'd love to, but I have to see Sheng off.

Aliya: Where is he going?

Gulchin: He is flying back to his country. The plane leaves at 2:30 p.m.

Aliya: Hmm, see. The exhibition closes at 8 p.m. You can go later.

Gulchin: Wonderful! I ask Karim to join me.

Aliya: We are going to have dinner after the exhibition. If you can join us, let  
us know!

**To see sb off** To go somewhere such as a station or airport with someone in order to say goodbye to them.

- When is the exhibition?
- Why can't Gulchin visit the exhibition with Aliya?
- Who does Gulchin want to go to the exhibition with?
- What are Aliya's plans for Sunday evening?



## SUMMARY TEST

### Future plans and arrangements

We use Present Continuous when our plans are ready.

Example: I'm visiting an exhibition with Maryam at 3 o'clock.

She planned it before hand. She knows when and with whom she is visiting the exhibition. She has a ticket as well. The plan is fully ready.

We use Present Simple to show that actions or events happen according to a schedule.

Example: The plane leaves at 2:30 p.m.

The plane leaves according to a timetable. You cannot change it. It's not your plan.

### Do you remember?

We use **to be going to** for future intentions.

Example: We are going to have dinner after the exhibition.

We have intentions but the plan is not fully ready.

**Schedule** is a plan of activities and when they will happen. For example, the times when classes happen or when buses, etc. leave and arrive.

We use Future Simple will (‘ll) for sudden decisions.

Example: I'll ask Karim to join me

She decided to do it at the time of speaking.

2) Read the text again. Find the examples of

- a) a ready plan.                      b) a scheduled event

3) Complete the sentences with Present Continuous or Present Simple.

0. The conference starts at 7 o'clock on November 25.
1. The bus ~~leave~~ (leave) at 9 p.m.
2. ~~go~~ (go) to the concert with Kamila. It is on January 31.
3. ~~ughur~~ (fly) to Maldives next month.
4. The doors ~~close~~ (close) 5 minutes before the show starts. Don't be late!

4) Complete the sentences with the correct future forms of the verbs from the box. There are 2 extra verbs.

start	leave	do	meet	call	read
-------	-------	----	------	------	------

Kevin: What ~~1)~~ ~~will~~ you ~~2)~~ tonight?

Harper: Nothing special. Yesterday bought a new book ~~2)~~ ~~will~~ (hal book

Kevin: What about watching the new movie? It is on the MovieBuff channel

Harper: When ~~3)~~ ~~will~~ it ~~4)~~?

Kevin: At 8.30

Harper: What is the movie about?

Kevin: It is a Sci-fi movie. know you love such films

Harper: Wonderful! ~~4)~~ ~~will~~ Luna. She also loves Sci-fi.

5) Role play the situation.



Yesterday you bought 2 tickets to watch the new Disney movie. It is on Sunday. You bought one of your tickets for your friend, but he cannot come with you and you ask Student B to join you. Answer Student B's questions.

(STUDENT A)



Ask Student A questions about the time, type of the movie and what it is about. Accept the invitation and decide where and when to meet.



(STUDENT B)

6) Ask and answer the questions

- What are your plans for this weekend?
- What do you want to do this summer?

# Grammar B

1) Read the conversation and complete the sentences with the words from it.

- Samuel:** Did you watch the new film by Steven Spielberg yesterday?
- Vusal:** Yes, I did. It is a good movie. Older people might not like it, but, for the young, it will definitely be interesting.
- Samuel:** What did you like most?
- Vusal:** The effects in the movie are just great. Film critics say that it could even get an Oscar for the best effects.
- Samuel:** What about actors?
- Vusal:** I am sure that some people will like the actors' performance but I didn't enjoy that very much.
- Samuel:** Will tell you if I like that or not after I watch it.
- Vusal:** Why didn't you come to watch the movie with us?
- Samuel:** We had guests at home - promise that I will join you next time.
- Vusal:** We may meet this Saturday for a new movie.
- Samuel:** Won't miss that chance if you meet again.



1. Vusal liked **★★★** of the film      3. **★★★** couldn't watch the film.  
2. Vusal thinks **★★★** wasn't very good    4. Vusal wants to watch another movie **★★★**



## GRAMMAR TARGET

### Present/Future Possibility and Future Prediction

We use might/may/could for present and future possibilities.

Example: The film could even get an Oscar for the best effects.

For negative possibilities, we use might not or may not.

Example: Older people might not/may not like it. Older people couldn't like it.

If you want to ask a question:

### SAY

Do you think the film may get an award?

How do you think the weather might be tomorrow?

We use will for:

1. promises Example: promise won't/will not miss this chance.

2. future predictions Example: The film will definitely be interesting for the young.

### DON'T SAY

Moving/going the film get an award?

**Note:** We use that to join two sentences.

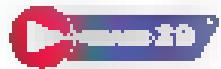
Example: I promise that I will join you next time

You can also use: agree/think/understand/see/know that + a clause.

2) Read the conversation again and find other examples of

- a) future prediction      b) promise      c) future possibility

3) Listen to the talk and answer the questions.



1. Which 2 ideas does Lamiya suggest?
2. Which idea does Daniel like?
3. Why can't Lamiya go to the boulevard?
4. When do friends agree to meet?

4) Complete the sentences with might, may, could or will.

0. have a lot of homework to do, so might not go to her party this weekend  
(negative possibility)
1. You **★★★** miss the plane if you don't leave now (It is possible)
2. If **★★★** snow this month The weather seems fine (negative future prediction)
3. **★★★** watch the football game on Sunday I am too busy (negative possibility)
4. Don't worry. **★★★** buy a present for her. (promise)
5. **★★★** stop acting until get an award (promise/negative form)

5) Read the answers and write questions. Use might, may or will.

0. Where do you think we might meet? I think we might meet at Pallas cafe
1. **★★★?** I think it will be sunny today
2. **★★★?** I think I may visit Prague next summer
3. **★★★?** I may eat sushi for dinner.
4. **★★★?** I think we could buy her a book

6) Complete the sentences with your own words. Use might, may, will, could in the affirmative or negative forms

0. I think that Azerbaijan might win the Eurovision Song Contest next year
1. promise that **★★★**
2. think that **★★★**
3. understand that **★★★**
4. know that **★★★**

# Listening

## 1) Discuss the questions with a partner

- Are there many cinemas in your hometown?
- Do you like going to the cinemas? Why? Why not?
- How is it different to watch a movie at the cinema?

## 2) Listen to the talk and answer the question.

What number did the caller choose?

- a) 1      b) 2      c) 9      d) 3

## 3) Listen to the talk and complete the notes.

The name of the cinema: 1

Ticket prices: change according to the type of movie and 2

Film festivals: Each year in 3   
This week is 4 films week.

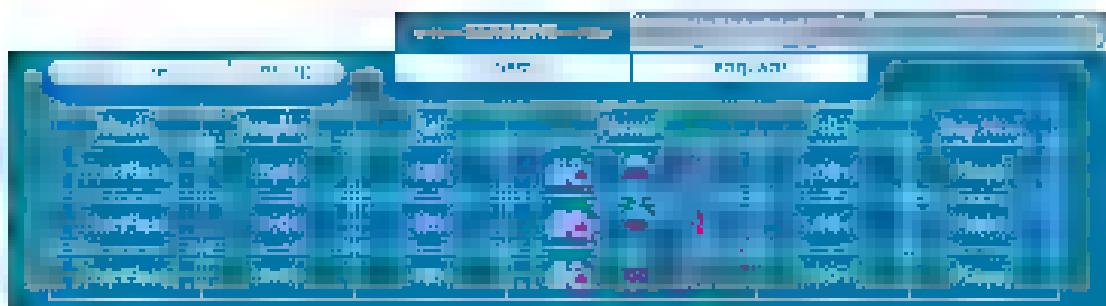
Ticket price this week: 5 For students. It is 6

Cafe: The old cafe is closed for

## 4) Look at the pictures from the website of the City Cinema and match them to the sentences.

- Go on our website [www.citycinema.com](http://www.citycinema.com) A
- Choose the date, language and then click on places.
- Enter your email address and card details and pay for your tickets.
- Choose the places and click Confirm.
- Choose the movie and click on it.

A. Go on our website [www.citycinema.com](http://www.citycinema.com)



2

Flight	From	To	Dep.	Arr.	Passenger	Class	Price
1	London	New York	10:00	11:00	1	Economy	£120
2	London	New York	11:00	12:00	1	Economy	£130
3	London	New York	12:00	13:00	1	Economy	£140
4	London	New York	13:00	14:00	1	Economy	£150
5	London	New York	14:00	15:00	1	Economy	£160
6	London	New York	15:00	16:00	1	Economy	£170
7	London	New York	16:00	17:00	1	Economy	£180
8	London	New York	17:00	18:00	1	Economy	£190
9	London	New York	18:00	19:00	1	Economy	£200
10	London	New York	19:00	20:00	1	Economy	£210
11	London	New York	20:00	21:00	1	Economy	£220
12	London	New York	21:00	22:00	1	Economy	£230
13	London	New York	22:00	23:00	1	Economy	£240
14	London	New York	23:00	00:00	1	Economy	£250
15	London	New York	00:00	01:00	1	Economy	£260
16	London	New York	01:00	02:00	1	Economy	£270
17	London	New York	02:00	03:00	1	Economy	£280
18	London	New York	03:00	04:00	1	Economy	£290
19	London	New York	04:00	05:00	1	Economy	£300
20	London	New York	05:00	06:00	1	Economy	£310
21	London	New York	06:00	07:00	1	Economy	£320
22	London	New York	07:00	08:00	1	Economy	£330
23	London	New York	08:00	09:00	1	Economy	£340
24	London	New York	09:00	10:00	1	Economy	£350
25	London	New York	10:00	11:00	1	Economy	£360
26	London	New York	11:00	12:00	1	Economy	£370
27	London	New York	12:00	13:00	1	Economy	£380
28	London	New York	13:00	14:00	1	Economy	£390
29	London	New York	14:00	15:00	1	Economy	£400
30	London	New York	15:00	16:00	1	Economy	£410
31	London	New York	16:00	17:00	1	Economy	£420
32	London	New York	17:00	18:00	1	Economy	£430
33	London	New York	18:00	19:00	1	Economy	£440
34	London	New York	19:00	20:00	1	Economy	£450
35	London	New York	20:00	21:00	1	Economy	£460
36	London	New York	21:00	22:00	1	Economy	£470
37	London	New York	22:00	23:00	1	Economy	£480
38	London	New York	23:00	00:00	1	Economy	£490
39	London	New York	00:00	01:00	1	Economy	£500
40	London	New York	01:00	02:00	1	Economy	£510
41	London	New York	02:00	03:00	1	Economy	£520
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43	London	New York	04:00	05:00	1	Economy	£540
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45	London	New York	06:00	07:00	1	Economy	£560
46	London	New York	07:00	08:00	1	Economy	£570
47	London	New York	08:00	09:00	1	Economy	£580
48	London	New York	09:00	10:00	1	Economy	£590
49	London	New York	10:00	11:00	1	Economy	£600
50	London	New York	11:00	12:00	1	Economy	£610
51	London	New York	12:00	13:00	1	Economy	£620
52	London	New York	13:00	14:00	1	Economy	£630
53	London	New York	14:00	15:00	1	Economy	£640
54	London	New York	15:00	16:00	1	Economy	£650
55	London	New York	16:00	17:00	1	Economy	£660
56	London	New York	17:00	18:00	1	Economy	£670
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61	London	New York	22:00	23:00	1	Economy	£720
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89	London	New York	02:00	03:00	1	Economy	£1000
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93	London	New York	06:00	07:00	1	Economy	£1040
94	London	New York	07:00	08:00	1	Economy	£1050
95	London	New York	08:00	09:00	1	Economy	£1060
96	London	New York	09:00	10:00	1	Economy	£1070
97	London	New York	10:00	11:00	1	Economy	£1080
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110	London	New York	23:00	00:00	1	Economy	£1210
111	London	New York	00:00	01:00	1	Economy	£1220
112	London	New York	01:00	02:00	1	Economy	£1230
113	London	New York	02:00	03:00	1	Economy	£1240
114	London	New York	03:00	04:00	1	Economy	£1250
115	London	New York	04:00	05:00	1	Economy	£1260
116	London	New York	05:00	06:00	1	Economy	£1270
117	London	New York	06:00	07:00	1	Economy	£1280
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130	London	New York	19:00	20:00	1	Economy	£1410
131	London	New York	20:00	21:00	1	Economy	£1420
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173	London	New York	14:00	15:00	1	Economy	£1840
174	London	New York	15:00	16:00	1	Economy	£1850
175	London	New York	16:00	17:00	1	Economy	£1860
176	London	New York	17:00	18:00	1	Economy	£1870

# Writing



When we write, we follow some steps.



## Writing a letter

12.07.2021      Date

<i>Greeting</i>	Dear Kathie
<i>Opening sentence</i>	I am so glad to write to you
<i>Body of the letter</i>	_____
<i>Closing sentence</i>	I am looking forward to hearing from you.
<i>Ending the letter</i>	Best regards, John

### 1) Categorize the words and phrases.

Greetings      Opening sentence      Closing sentence      Ending the letter

0 Dear ...  
★★★

★★★

★★★

★★★

Well, that's all for now

am writing to tell you about my future plans

Take care.

am looking forward to hearing from you

Dear ...

Bye for now

have got some good news for you

Hi/Hello

2) Read the letter and complete the plan of the body of the letter

- a) my wish about my hobby
- b) my friends now and in the future
- c) a question to my future self

June 8 2021

Dear me in the future,

I am writing to you about my future plans.

In 5 years I will be a student at the best engineering university. I study my lessons very well now and I hope you are happy with your younger self.

I have very good friends at school. I will still be friends with them even 5 years later. But of course I might have new friends from the university as well.

I love tennis very much but I cannot play it well now. In 2026 I am sure that I will play tennis very well. I might even enter some competitions.

What new plans do you have about your future life? Please, when you finish reading this letter write a new letter to your Future Self.

Lots of love  
You from past )

0 My education plan

1 ★★★

2 ★★★

3 ★★★

3) Write a letter to your Future Self.



## EACH KINDNESS BY JACQUELINE WOODSON

### PART 2

The weather got warmer and we the and grass began growing. The it was to snow outside.

One day Maya came to school. She was wearing a nice dress and beautiful shoes. We could stand her the dress and the shoes were not Maya because they looked bigger on her.

"I have a new name for her Kendra whispered "Never New Everything she has comes from a secondhand store."

We all laughed Maya stood in the other room. She was holding a rope, but she didn't ask us to play with her. After a few minutes she started jumping. She jumped around the yard without stopping. She didn't look up. Just jumped, jumped, jumped.

The next day Maya's coat was gone. It was that the teacher we were talk the about kindness.

Mr. Albert asked us to gather around as able. There was a big bowl on the table. He filled it with water. He dropped a small stone in it. Small waves rippled out away from the stone. This is what kindness does. Mr. Albert said. Each little thing we do goes out like a ripple and we wind.

Then Mr. Albert asked us to drop the stone into the water and saw what kind things we could find.

Joseph said, "I often hold the door for my grandmother."

"I carried Tenu's books up the stairs," Andrew said.

I was standing at the teacher's table and holding the stone. I didn't know what to say.

"Even small things count," Mr Albert said. But I couldn't think of anything and gave the stone to one of my classmates.

Maya didn't come to school the next day. In the day after that, each morning, I walked to school slowly and hoped to see Maya. I wanted to see her and smile back.

"Kindness makes the world a little better place to live in,"

The next day, I went to school and hoped to see Maya. But Maya's seat was empty again. And one day, Mr Albert said to the class, "Maya will not come back. Her family moved to another city some days ago."

That afternoon, I walked to the lake. On my way home, I ran to the lake near my house and gathered some stones. I said to myself, "I never showed any kindness to Maya. I felt so sad because I missed the chance of kindness with Maya. One by one, I threw the stones to the lake and shouted out all the kind actions I didn't do to Maya. I thought I would have a chance to talk to her one day."

I hope



# The End

**1**) Read the story and put the pictures in the correct order



**2**) Complete the sentences

1. Kendra called Maya Never New because ★★★
2. The topic of Mr. Albert's lesson was ★★★
3. Chloe gave the stone to her classmate because ★★★
4. Chloe hoped to see Maya again because she wanted to be ★★★
5. Chloe was unhappy at the end of the story because ★★★

**3**) Discuss the questions with a partner

- What kind of person do you think Maya was? Why?
- What acts of kindness do you think Chloe thought when she threw the stones to the lake at the end of the story?
- What was your last act of kindness? How did you feel?

# TIME TO WATCH

## Asking for advice

- 1) Look at the picture and discuss the questions.

- Where are the children?
- What do you think they are talking about?



- 2) Watch the video and complete the sentences.

1 Daniel thinks that it is not a good idea to go to Australia because ★★★

2 To go to Kenya, tourists need to have ★★★

3 It is a good idea to ★★★ in Italy

4 Tourists love seeing ★★★ in Canada

- 3) Watch the video again and complete the sentences

1 ★★★ advise you to go to Australia at this time of year

2 You'd ★★★ go there in October.

3 What ★★★ somewhere in Europe?

4 ★★★ you go to Italy.

- 4) Answer the questions.

1 What expressions can you use when you ask for advice?

2 What expression in the video can you use when you advise someone not to do something?

3 What expressions can you use when you give advice to someone?

- 5) Role-play the situation.



You want to go abroad on holiday. Your friend knows a lot about different countries. Ask him/her for advice.



You know a lot about other countries. Advise your friend where to go and where not to go.

# Review

## 1) Match the sentences with the movie types

Musicals Comedies Sci-Fi movies Documentaries Horror movies Mystery movies

0. Till the end of the movie you continue guessing the solution. Mystery movies
1. There are a lot of funny moments in this movie. Comedies
2. This film shows the real facts about the Brazilian football player Pele's life. Documentaries
3. I will never watch such movies. They are very scary. Horror movies
4. If you enjoy music and dancing in movies then you should watch it. Musicals
5. The story takes place in 2095. People together with robots try to build a new city. Sci-Fi movies

## 2) Read the situations and write sentences using the right future forms

You intend to do this with your family, but you don't know the details of your plan for now.	to visit the Hollywood Walk of Fame <b>0. <u>I am going to visit the Hollywood Walk of Fame with my family.</u></b>
You want to do this thing, but you don't have a plan for now.	<b>1. <u>to enter your invention into the competition</u></b>
All the details about your plan are ready	<b>2. <u>to visit Cannes during the film festival week</u></b>
Your friend is talking about a movie. You like the plot and while you are talking, you decide to watch it	<b>3. <u>to buy a ticket</u></b>
Your friend wants to watch the Award Ceremony. He doesn't know the date. You give him information about it (July 27)	<b>4. <u>to take place</u></b>

## 3) Complete the sentences with the help of the key words. In some sentences you need to use negative forms

- 0.** Adele promised to help me with my homework this weekend. But she doesn't often keep her promises. Need to be ready for all situations.

Might

need to be ready for all situations because Adele might not help me

- 1.** Want to study German. There is a new course. It is possible to join that course next week.

Might

★ ★ ★ the new course



- 2 If it is sunny tomorrow, I want to go to the park. It is possible.  
**Could**  
If the weather is fine. ★★★
- 3 I promise to myself to be a successful film producer. It is important not to give up.  
**Will**  
I will become a successful film producer.
- 4 Tomorrow is the final day of the competition. Can he win the competition? Do you think it is possible?  
**Might**  
Do you think he will win the competition?

#### 4) Complete the sentences with the verbs in brackets. Use correct Future forms.

- 1 A What will you do tomorrow?  
B I will go on a cruise with my cousins.
- 2 A You never come when we organise a party.  
B I promise to join you this time.
- 3 A What clothes should I take with me?  
B I am not sure, but I think that it will rain. Take a rain coat.
- 4 A Who do you think will win the competition?  
B I am sure that Hilary will win.



#### Find the mistakes

##### Vocabulary

- 1 Adventure movies are about real people.  
2 Film critics write stories of the films.  
3 Who actors in Harry Potter?  
4 A film critic's job is to write his/her opinion about the movies.

##### Grammar

- 1 May the weather be fine tomorrow?  
2 promise might come to your party.  
3 On November 3, will fly to Turkey with my brother.  
4 couldn't watch the movie with you today. am very busy.

##### Spelling

- like dokumentaries  
very much  
2 She may come tomorrow  
3 Critics wrote good reviews about the movie  
4 Special effects make this movie more interesting.

# Tests



Read the passage and do Tasks 1-7



Students attend the greenest school on earth in Bali, Indonesia. The school is on a tropical island. In 1975 a Canadian man called John Hardy came to the island. He liked the place very much and decided to build a school with natural materials. Now it has about 300 students aged 6-18, from over 45 different countries. They study Mathematics, Science, languages and other subjects. They also learn about how to take care of the earth. They plant rice in the school garden after the classes. The students say it is fun to study at the greenest school in the world.

**1 Choose the correct title.**

- a) Schools in Indonesia
- b) People in Indonesia
- c) A school in Bali
- d) Canadians on an island

**2 Choose the synonym of the phrase "go to school".**

- a) attend school
- b) like school
- c) enjoy school
- d) leave school

**3 Choose the correct definition of the word "island".**

- a) a small lake near a big city
- b) a big land near an ocean
- c) a long river near a village
- d) a small land surrounded by water

**4 Choose the correct answer to the question.**

How many students study at this school?

- a) forty five
- b) three hundred
- c) six
- d) eighteen

**5 Choose the INCORRECT sentence.**

- a) Students learn how to save the planet
- b) A man from Bali started the school
- c) Students learn math at this school
- d) The school has its rice garden.

**6. Complete the sentence**

Students ★★

- a) come from the same country      c) like studying at this school  
b) prefer eating rice      d) enjoy growing different plants

**7 Write the answer to the question according to the passage**

What is special about this school?

**8. Read the conversation and choose the correct option to complete the gaps**

A: You were great today! I couldn't believe it! It was ★★★ to see how well you answered the questions.

B: Thanks! The questions were really ★★★ but I could answer them.

- a) surprised/confusing      c) surprising/confusing  
b) surprising, confused      d) surprised/confused

**9 Choose the correct option to complete the sentence**

The field trip was really ★★★ I learned a lot of things.

- a) excited      c) excit  
b) excite      d) exciting

**10. Choose the INCORRECT option**

- a) My grandfather is too old to learn English.  
b) The children are clever enough to study math.  
c) They are young enough to attend a school.  
d) The boys are too lazy for doing sports.

**11. Choose the correct option to complete the conversation.**

A: Sam is 12 years old. He wants to work in a factory.

B: But ★★★

- a) he is too young to work there      c) he is too old to work there  
b) he is young enough to work there      d) he is old enough to work there

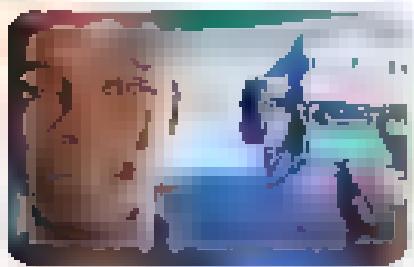
**12 Match the sentences. One is extra.**

- 1) Don't talk when you are eating.  
2) Please turn off the TV I can't watch this scary film.  
3) Put on your coat and then go out.  
4) Wow! What a big building!  
  
a) e. 2 a. 3 d. 4 c  
b) 1 c. 2 e. 3 b. 4 a  
  
c) 1 b. 2 c. 3 a. 4 d  
d) 1 a. 2 d. 3 b. 4 e

# Tests



Read the passage and do Tasks 1-7



Kelvin Doe is an inventor from Sierra Leone. He was born in Sierra Leone's capital, Freetown, in October 1995. Once there was no electricity in Kelvin's town for weeks and he was really tired of reading by candlelight in his childhood, he collected metals and old materials in the streets. At the age of 13, Kelvin designed and built a battery from old materials and powered lights in his home. Why did he build batteries? He did it because he couldn't afford to buy them. Kelvin had a dream. He wanted to become a DJ. So he built his own radio station. Now people in his town call him DJ Focus. He attends kids' birthday parties as a DJ and gets some money for it.

1 Choose the best title.

- a) The best DJ in the world
- b) A creative young boy
- c) A town with inventors
- d) Young boys in Sierra Leone

2 Choose the synonym of the phrase "have enough money".

- a) collect
- b) afford
- c) design
- d) build

3 Choose the correct definition of the word "power".

- a) buy energy for
- b) take energy from
- c) leave energy for
- d) give energy to

4 Choose the INCORRECT sentence.

- a) Kelvin made batteries himself.
- b) People in Freetown had no electricity for weeks.
- c) Kelvin enjoyed reading by candlelight.
- d) He is working as a DJ at the present.

5 Complete the sentence.

With the batteries Kelvin built, his family ★★★

- a) built a radio station
- b) invited a DJ
- c) made money
- d) had electricity

**6. Choose the correct answer to the question.**

- Why didn't Kelvin buy batteries?
- a) He didn't have money for that
  - b) There were no batteries in his town.
  - c) He didn't need them.
  - d) He had enough batteries at home

**7 Write the answer to the question.**

Do you think Kelvin is successful? Why or why not?

**8 Choose the CORRECT sentence.**

- a) It is impossible to live without water.
- b) Living without water it is impossible
- c) It is impossible without water to live
- d) It is impossible live without water

**9. Choose the line of adjectives**

- a) important useful, strange, useless, possible
- b) impossible, use, useless, unusual, help
- c) user friendly, strange surprise, impossible
- d) power, poor, share, useful, impossible

**10 Read the sentence and choose the correct option.**

My grandmother used to ride a horse to work

- a) She still rides a horse to work
- b) She often rode a horse to work in the past
- c) She never rode a horse to work
- d) She likes riding a horse to work

**11. Choose the correct option.**

- ★★★ chocolate cake in my childhood because I didn't like it
- a. didn't use to eat
  - b) didn't used to eat
  - c) used to eat
  - d) use to eat

**12 Choose the correct alternative**

In my childhood I used to do puzzles a lot

- a) In my childhood, I had many puzzles
- b) I didn't often do puzzles in my childhood.
- c) In my childhood, I did puzzles a lot. Now I do them, too
- d) often did puzzles in my childhood.

# Tests

Unit 8

Read the passage and do Tasks 1-7



Giovanni Contardi is a young Italian artist. His art is unusual because he creates mosaic art with cubes. He says, "I didn't invent this kind of art, but I was one of the first to share it using social media and quickly, it brought me success and a job."

His interest in cubes started in 2009. One of his classmates brought a cube to school and solved it in about one minute. Giovanni was fascinated and he asked his classmate to teach him to solve the cube. He learned

it very quickly and soon he two classmates started challenging each other. After a while Giovanni got even more interested in solving cubes and he wanted to enter a competition. So, he started training with the cube 3 hours a day.

In 2012 he broke the World record for solving the cube with just one hand in 9.43 seconds.

Now he is delighted with his life because he can earn money and do his favourite job. His works are very famous on social media.

Adapted from

1. Choose the correct title

- a) Success in the competitions  
b) The World record

- c) A young teacher  
d) Unusual art

2. Choose the synonym of the phrase "to enter the competition"

- a) to win the competition  
b) to participate in the competition

- c) to train for the competition  
d) to leave the competition

3. Choose the correct definition of the word **to challenge**

- a) to invite sb to compete  
b) to teach sb

- c) to learn sth very quickly  
d) to do sth very well

4. Choose the INCORRECT sentence

- a) Giovanni learned to solve puzzles from his classmate  
b) Thanks to social media, Giovanni could make his works famous  
c) Giovanni is the first artist to create mosaic art with cubes  
d) Giovanni was the best in the cube solving competition in 2012

**5. Choose the correct title.**

With the help of his classmate, Giovanni **★★★**

- a) entered the competition
- b) learned to solve cubes
- c) break the world record
- d) shared his works on social media

**6. Choose the correct answer to the question.**

Why did Giovanni start working on his skills of solving cubes?

- a) He wanted to be better than his classmate
- b) He wanted to take part in the competition
- c) He wanted to create Mosaic art
- d) He wanted to earn money

**7. Write the answer to the question.**

Do you think creating mosaic art with the cubes is unusual? Why or why not?

**8. Choose the correct verb form.**

I'm looking forward **★★★** her

- a) to meet
- b) meeting
- c) to Meeting
- d) meet

**9. Choose the correct option.**

When **★★★** a scarf, **★★★** my finger:

- a) knit, was hurting
- b) was knitting, hurt
- c) knitted, was hurting
- d) was knitting, was hurting

**10. What **★★★** when Jahan **★★★** you?**

- a) did you do, was calling
- b) were you doing, was calling
- c) do you do, called
- d) were you doing, called

**11. Choose the correct preposition.**

Schools should teach children to believe **★★★** themselves

- a) in
- b) to
- c) for
- d) with

**12. Choose the correct preposition.**

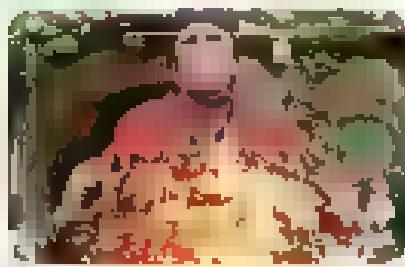
If you are bored, take **★★★** new hobbies.

- a) in
- b) off
- c) up
- d) on

# Tests



Read an internet article and do Tasks 1-7



Aziza Ramikhanova and her son Amiraslan from Azerbaijan have millions of followers on social networks. Amiraslan is a professional chef. Together with his mother, he prepares tasty meals and shares their recipes on his YouTube channel called *Country Life Vlog*.

Aziza Ramikhanova is also a talented cook. Her recipes are popular at all weddings in her village.

The Ramikhanovs usually film their videos on their farm near their village. They have a special farm house for their vlog and it makes the videos more exciting. The family makes two cooking videos a week. The number of their followers is increasing day by day. They prefer cooking vegetables from their garden. Everything is so fresh and natural! This is the reason why so many people from all over the world follow their vlog.

“A good idea to visit Azerbaijan. A trip to the village will give you a great chance to meet friendly people and taste some of the best food ever.”

**vlog** – a website or social media account where a person posts short videos

**1 Choose the best title.**

- a) A village in Azerbaijan
- b) The best blog about Azerbaijan
- c) The best place to eat in Azerbaijan
- d) Famous food bloggers from Azerbaijan

**2 Choose the INCORRECT sentence.**

- a) A lot of people know the family
- b) The family makes their videos in different villages
- c) They make meals from healthy food
- d) Both the mother and her son do the same job.

**3 Choose the correct answer to the question.**

How often do they post videos?

- |                    |                |
|--------------------|----------------|
| a) every day       | c) every month |
| b) every two weeks | d) every week  |

**4. Choose the definition of the word "professional"**

- a) A person who has many jobs      c) A person who can speak many languages  
b) A person who knows Science well    d) A person who does his/her job very well

**5. Choose the opposite for the word "foreigners"**

- a) locals      b) tourists      c) travellers      d) followers

**6. Match the words from the text to their definitions. One definition is extra.**

- |            |   |
|------------|---|
| 1. popular | a) delicious, having a pleasing flavour |
| 2. special | b) new; newly made                      |
| 3. fresh   | c) very difficult                       |
| 4. tasty   | d) liked or enjoyed by many people      |
|            | e) different from others                |

**7. Write the answer to the question according to the passage**

Why do people like watching the family's videos?

**8. Choose the correct ending.**

The friends were excited. ★★★?

- a) were they?      b) did they?      c) weren't they?      d) didn't they?

**9. Choose the correct option.**

What was the weather like yesterday? Was it warm ★★ cold?

- a) and      b) so      c) or      d) but

**10. Read the definition and choose the correct word.**

The place where someone is going to

- a) destination      b) travel agency      c) luggage      d) cruise

**11. Choose the correct preposition.**

To go ★★ a cruise

- a) to      b) by      c) on      d) with

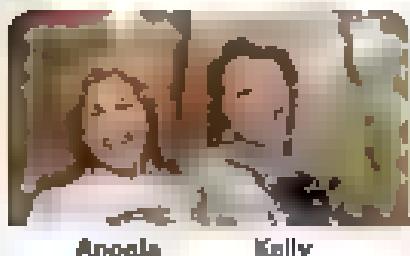
**12. Match the halves. Three options are extra**

- |  |              |                 |
|--|--------------|-----------------|
| 1) My teacher speaks five languages.           | a) will you? | e) was he?      |
| 2) Oliver was at the birthday party yesterday. | b) Does she? | f) wasn't he?   |
| 3) They didn't watch that film at weekend.     | c) did they? | g) doesn't she? |
| 4) You won't visit them.                       | d) will he?  |                 |

Tesis



### **Read the passage and do Tasks 1-7**



Angela Kelly

It happened about 35 years ago. We studied at the same school but in different classes. Once there was a basketball match. One of my classmates had a terrible stomach ache and couldn't participate in the match. So, my Physical Education teacher asked me to play instead of her. I did my best, but unfortunately, my team lost.

was very upset and started crying. A girl from the other team came up to me and calmed me down. Her name was Angelia. She talked to me and I became better. That was the day when I found my true friend.

It was a strange day. That day my team lost the match but won a reliable friend like Angela. We are more like sisters than friends. Everyone in my family loves her and she is always with me on special days. I hope we will never separate.

**I. Choose the best title.**

- a) Unlucky players      c) A basketball match  
b) My best friends      d) The day when I met my friend

7. Choose the synonym of the word "unhappy".

- a) special      b) love      c) upset      d) better

3. Choose the correct definition of the word **fair game**.

- a) make someone feel excited      c) help someone become less angry, b) sad  
b) make someone feel proud      d) help someone become more interested

#### 4 Choose the **INCORRECT** sentence.

- a) They met about 35 years ago      c) Kelly and Angelo played in the same teams  
b) After the match Kelly didn't see well. d) Kelly's family members know Angelo

**5. Complete the sentence.**

Kelly participated in the basketball match because ★★

- a) she loved playing basketball
  - b) her teacher couldn't go to the match
  - c) her classmates wanted it
  - d) her classmate had a health problem

**6. What does Kelly mean in this sentence?**

"We are more like sisters than friends."

- a) They like their sisters
- b) They are very close friends
- c) They are real sisters
- d) Their sisters are their best friends.

**7 Complete the sentence according to the passage**

The friends often meet on ★★

**8. Choose the correct option to complete the sentence**

The children will become upset ~~if~~ they don't get any presents tomorrow

- a) but
- b) if
- c) so
- d) because

**9. Choose the CORRECT sentence**

- a) If you will not water a flower it dies
- b) You don't water a flower it dies
- c) If you don't water a flower it dies
- d) You don't water a flower if it will die

**10. Choose the CORRECT sentence.**

- a) If study more, will pass the exams successfully.
- b) study more, will pass the exams successfully
- c) If will study more, pass the exams successfully.
- d) will pass the exams successfully if will study more

**11. Choose the line of adjectives that describe characters.**

- a) fun-loving friendly, long talkative
- b) serious honest optimistic, useful
- c) generous confident patient honest
- d) reliable possible kind confident

**12 Match the words to the situations. One situation is extra.**

- |   |   |
|---|---|
| <b>1) reliable</b>                          | a) <del>Mild</del> always repeats one sentence, "Everything will be really good." |
| <b>2) generous</b>                          | b) Latifa always tells jokes. Her jokes are always funny.                         |
| <b>3) optimistic</b>                        | c) <del>Carl</del> Elibel all my secrets because he never shares them with others |
| <b>4) honest</b>                            | d) My grandma often helps poor people. She gives them food and money.             |
| <b>5) My friend Samira never tells lies</b> | e) <del>My</del> friend Samira never tells lies                                   |

a) 1 c; 2 d; 3 a; 4 e

b) 1 b; 2 a; 3 d; 4 e

c) 1 c; 2 b; 3 d; 4 a

d) 1 a; 2 d; 3 b; 4 c

# Tests

6

Read the passage and do Tasks 1–6.

Some robots make us feel like the future is already here. One of these smart robots is Sophia. When in 2016 Hanson Robotics developed their human-like robot Sophia, the world was fascinated with her. She is the world's first robot citizen. Now Sophia is very famous in all parts of the world because she often appears in TV shows and interviews. She also speaks at the conferences. Sophia can answer certain questions and even have simple conversations. Sometimes her conversations don't make sense, but some are logical and even funny. There are cameras in Sophia's eyes, so she can see things and follow moving objects. She can even recognize people. In 2018 the company added functional legs to their human-like robot. After that Sophia started walking. Scientists believe that such robots might help to take care of ill and elderly people.



## 1. Choose the correct title

- a) The future of smart robots
- b) The first human-like robot
- c) An interview with Sophia
- d) Hanson Robotics' human-like robot

## 2. Choose the synonym of the phrase "doesn't make sense"

- a) not loud
- b) not funny
- c) not logical
- d) not simple

## 3. Choose the correct definition of the word **functional**

- a) working in the necessary way
- b) being and attractive
- c) looking strange
- d) starting by itself

## 4. Choose the CORRECT sentence

- a) All human-like robots get citizenship.
- b) Hanson Robotics developed a walking robot in 2016.
- c) TV shows brought popularity to Sophia.
- d) Sophia can give logical answers to all the questions in the interviews.

## 5. Complete the sentence

With the help of the camera in her eyes, Sophia ★★★

- a) can move things with her eyes

- b) can move her eyes if anything changes its place
- c) can move her place
- d) can know where she is

**6.** Write the answer to the question.

Do you think Sophia is smart? Why or why not?

**7** Choose the correct option.

promise ~~to~~ help you tomorrow

- a) might
- b) could
- c) will
- d) may

**8** Choose the correct option.

What ~~to~~ or Sunday?

have no plans. If you want we can meet

- a) are you doing
- b) will you do
- c) do you do
- d) did you do

**9.** Choose the correct definition of the word "a film critic".

- a) Someone who writes stories of the films
- b) Someone who shares movie posters.
- c) Someone who shares their opinions about a movie
- d) Someone who models with stars

**10.** Match the halves.

- |          |                   |
|----------|-------------------|
| 1 Try on | a) a lot of space |
| 2 Take   | b) abroad         |
| 3 Go     | c) clothes        |
| 4 Buy    | d) online         |
- a)** 1-d, 2-c, 3-a, 4-b      **c)** 1-c, 2-a, 3-b, 4-d  
**b)** 1-c, 2-d, 3-a, 4-b      **d)** 1-d, 2-a, 3-b, 4-c

**11** Choose the correct sentence.

- a) Might this actor win an award?
- b) Please don't be late because my plane leaves at 7 p.m.
- c) The sky is clear, so tomorrow it couldn't rain at all.
- d) see my friend off at 3 o'clock and after that I am free

**12** Choose the correct preposition.

The train leaves according ~~to~~ a schedule

- a) to
- b) on
- c) at
- d) with

# Grammar Bank



## A

### ADJECTIVES

Ending in -ED and -ING

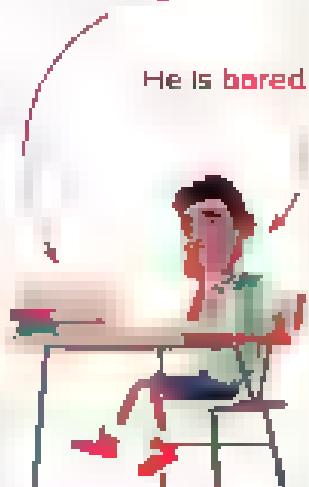
Adjectives that end in -ING describe the characteristics of a person, a thing or a situation.  
The books are **boring**.  
We are describing a characteristic of these books.

Adjectives that end in -ED describe a feeling or an emotion.  
It is how we **FEEL** about something.  
He is **bored**. This is his feeling right now.

#### Compare

I am **tired** now. My work is **tiring**.  
His presentation was **interesting**. We were **interested** in his presentation.

These books are **boring**.



## B

### TOO...ENOUGH

**Too + Adjective + infinitive**  
(has a negative meaning)

more than needed to do sth

I am **too old** to become a student now.  
The coffee is **too hot** to drink.  
He is **too short** to play basketball.

**Adjective + Enough + infinitive**

as much as needed to do sth

I don't think I am **young enough** to learn new skills.  
The coffee is **warm enough** to drink.  
She is **strong enough** to lift that heavy bag.

**A**

**Subject** + **To be** + **Adjective** + **Infinitive**  
 (nouns or pronouns) (am/is/are/was/were/will be)

- It is important to do homework every day. We are happy to see our teachers again.
- It was impossible to log on that website.
- It will be hard to go there on foot.
- Nicola was glad to meet new friends.
- The students will be sad to say goodbye.

### USED TO

Used to describes repeated past actions, habits and situations.

#### Statements with Used to

##### Affirmative

##### Negative

Subject	used to	verb	Subject	did not (didn't)	use to	verb		
I/You/He/She/ It/We/They	used to	listen	to the radio	I/You/He/She/ It/We/They	didn't	use to	listen	to the radio

#### Yes/No questions with Used to

#### Short answers

Did	I/You/he/she/ It/we/they	use to	listen	to the radio?	Yes, I/we/he/she... did.	No, I/we/he/she... didn't.
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#### Information questions with Used to

Wh-word	did	subject	use to	verb
When				
Why				
Where	did	I/you/he/ she/they	use to	keep
How long		they		the old toys?

But Who used to keep the old toys?

## Grammar Bank



# A PAST CONTINUOUS

✓	I/He/She/It	was	watching.
	We/You/They	were	
✗	I/He/She/It	was not/wasn't	sitting
	We/You/They	were not/wasn't	
?	Was	he/she	sleeping?
	Were	we/e	

Next

#### We use Past Continuous Tense for "at"

- describe how something happened in the past to set the scene in stories.
  - show that something was happening at some point in the past

## **B PAST CONTINUOUS TIME CLAUSE WITH WHEN AND WHILE**

<b>A)</b>	<b>dependent clause/Past Continuous</b> While <b>was</b> working <b>at</b> the <b>station</b> , <b>he</b> <b>had</b> <b>all</b> <b>the</b> <b>time</b> <b>to</b> <b>work</b> . <b>He</b> <b>had</b> <b>all</b> <b>the</b> <b>time</b> <b>to</b> <b>work</b> .	<b>main clause/Past Continuous</b>
<b>B)</b>	<b>main clause/Past Continuous</b> <b>started</b> <b>earlier</b> <b>longer</b> <b>action</b> <b>when</b> <b>all</b> <b>we're</b> <b>working</b> <b>now</b>	<b>dependent clause/Past Simple</b> <b>comes</b> <b>after</b> <b>int. rep.</b> <b>for</b> <b>longer</b> <b>action</b>
<b>C)</b>	<b>dependent clause Past Continuous</b> <b>finishing</b> <b>everybody's</b> <b>longer</b> <b>action</b> <b>while</b> <b>they</b> <b>are</b> <b>working</b>	<b>main clause Past Simple</b> <b>starts</b> <b>in</b> <b>the</b> <b>middle</b> <b>of</b> <b>the</b> <b>longer</b> <b>action</b>
<b>D)</b>	<b>main clause Past Simple</b> <b>finishes</b> <b>everybody's</b> <b>longer</b> <b>action</b> <b>when</b> <b>they</b> <b>are</b> <b>working</b>	<b>dependent clause Past Continuous</b> <b>comes</b> <b>before</b> <b>int. rep.</b> <b>for</b> <b>longer</b> <b>action</b>

材料

We can write when and while clause at the beginning or in the middle of the sentence. If we write them at the beginning, we put commas before the main clause.

**Example** While *was* watching TV *Andy* *was* sleeping. *Andy* *was* sleeping while *was* watching TV.

We use `only` when to present a shorter section.

We use `isatty` when `osascript` is present in a language dependent way.

## ALTERNATIVE QUESTIONS

**A****to be**

Am I at work or at home?  
 Is he a doctor or an engineer?  
 Were they at home or at school?  
 Will they be tired or bored?

**Present Simple**

Do you wear uniforms or casual clothes at school?

**Past Simple**

Did you visit your uncle or aunt last week?  
 Did it happen yesterday or last week?

**Future Simple**

Will you go to school in the morning or in the afternoon?  
 Will Jane or Justin join us next week?

**Can/Should**

Can your uncle drive a car or a truck?  
 Should I wear a coat or a jacket?

We use question tags to ask for agreement or confirmation

**Positive Question Tags****B****A negative sentence**

You aren't a travel agent.  
 He isn't scared.  
 She wasn't in Baku.  
 They weren't in a hurry.  
 You don't like ice cream.  
 You didn't meet them.  
 We won't fail the exam.  
 You can't drive a car.  
 They couldn't play the guitar.  
 We shouldn't eat it.

**A positive tag**

are you?  
 is he?  
 was she?  
 were they?  
 do you?  
 did you?  
 will you?  
 can she?  
 could they?  
 should we?

**A positive statement**

You are a travel agent.  
 He is scared.  
 She was in Baku.  
 They were in a hurry.  
 You like ice cream.  
 You met them.  
 We will fail the exam.  
 You can drive a car.  
 They could play the guitar.  
 We should eat it.

**A negative tag**

aren't you?  
 isn't he?  
 wasn't she?  
 weren't they?  
 don't you?  
 didn't you?  
 won't we?  
 can't she?  
 couldn't they?  
 shouldn't we?

**Remember**

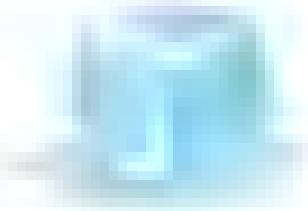
Nobody went to the party, did they?  
 Nothing is useful, is it?

# Grammar Bank

UNIT 5

A

## ZERO CONDITIONAL



We use Zero Conditionals for facts that are generally true and do not change.

CONDITION      RESULT ← comma is necessary

If you stand in the rain, you get wet.

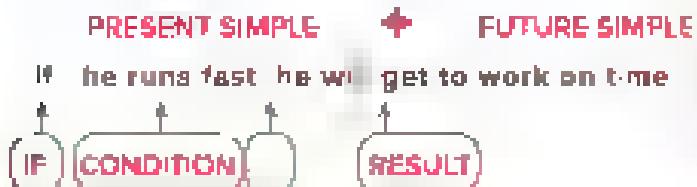
(RESULT) (CONDITION) no comma

You get wet if you stand in the rain.

B

## FIRST CONDITIONAL

We use First Conditional to talk about something which is possible to happen in the future.



# UNIT 6

## FUTURE PLANS AND ARRANGEMENTS

We use Present Continuous (to be doing) when our plans are ready.

**Example:** She is visiting an exhibition with Maryam at 3 o'clock.

She planned it before hand. She knows when and with whom she is visiting the exhibition. She has a ticket as well. The plan is fully ready.

We use Present Simple to show that actions or events happen according to a schedule.

**Example:** The plane leaves at 2.30.

The plane leaves according to a timetable. You cannot change it. It is not your plan.

**schedule** is a plan of activities and when they will happen. For example the times when classes happen or when buses etc leave and arrive.

### Do you remember?

We use **to be going to** for future intentions.

**Example:** We are going to have dinner after the exhibition.

We have intentions, but the plan isn't fully ready.

We use Future Simple (will) for sudden decisions.

**Example:** I'll ask Karm to join me.

At the time of speaking, she decided to do it.

## PRESENT/FUTURE POSSIBILITY AND FUTURE PREDICTION

We use **might/may/could** for present and future possibilities.

**Example:** The film could even get an Oscar for the best effects.

For negative possibilities we use **might not** or **may not**.

**Example:** Older people might not/may not like it. Older people ~~could not~~ like it.

### SAY

Do you think the film **may** get an award?

How do you think the weather **might** be tomorrow?

We use **will** for

1. promises. Example: promise won't (~~will not~~) miss this chance.

2. future predictions

**Example:** The film will definitely be interesting for the young.

**Note:** we use that to join 2 sentences.

**Example:** I promise that I will join you next time.

You can also use agree/think/understand/see/know that + a clause.

### DON'T SAY

~~Might/Might the film get an award?~~

# Communication activities

## Unit 6

Student A, Ask Student B questions to complete the missing information.  
Answer Student B's questions.



to liberate to help  
get be free



## Unit 2

### Student A

#### A Ask your partner questions about

- a possible hobby he/she can do
- important subjects for him/her.
- useful and useless things in his/her room.
- his/her favourite device.

#### B Answer Student B's questions. Give him/her extra information why you think so.

## Unit 6

### Student A Look at the schedule and ask Student B questions to complete the missing information.

Films	Show at	Ends at	Cinema	Tickets	Format	Price
Future Me	★★★	15:55	Prime Cinema	★★★	3D English	4.00 m
A school trip to space	15:30	★★★	FunTime	?	2D English	3.50 m
Planet War	★★★	21:25	★★★	Main hall	3D English	5.00 m

# Communication activities

## Unit 2

### Student B:

A Answer Student A's questions. Give him/her extra information why you think so.

### B Ask your partner questions about

- a possible hobby he/she can do
- important subjects for him/her
- useful and useless things in his/her room.
- his/her favourite device

## Unit 6

Student B: Look at the schedule and ask Student B questions to complete the missing information.

Films	Starts at	Ends at	Cinema	Halls	Format	Price
Future Me	14:00	★★★	Prime Cinema	3	3D English	4.00 m
A school trip to space	★★★	18:20	★★★	★★★	2D English	3.50 m
Planet War	19:00	★★★	CineMax	Main hall	3D English	5.00 m

## Unit 6

Student B: 1. Answer Student A's questions

2. Ask Student A questions to complete the missing information.



To liberate to help  
sth be free

# Audio scripts

## Track 1

1. annoying
2. terrifying
3. puzzling
4. monstrous
5. fascinating
6. delighted
7. exhausted
8. incredible

## Track 2

**Speaker 1.** I am in the Ice Hotel with my family. We are all wearing warm coats and caps inside the hotel because it is really cold here.

**Speaker 2.** Today is my second day at this school. The school is really huge. Yesterday I wanted to go to the teacher's room and imagine what happened. got lost!

**Speaker 3.** There is no electricity in this house. At nights, it gets really scary and often I feel frightened.

**Speaker 4.** What an unusual place! At nights the stars look very close. You cannot believe your eyes.

## Track 3

1. have no news about my best friend  
heard from him about three years ago.  
don't know where he is or what he is  
doing
2. Please, don't repeat that word anything  
I don't like it
3. Oh... don't know what to do or where to  
go

4. Please turn off the TV - can't watch this  
film anymore

## Track 4

Agora started in 2014 with 30 students. But now there are about 260 students in this school and the school building looks enormous. Every year more and more young people want to study at this school. Students aged from 12 to 18 study here. They decide what they want to learn by themselves. They can learn about the topics and things they are interested in and that's why they all feel delighted. Here students call their teachers coaches. Coaches help them discover new things. Students at Agora are free enough to get knowledge, think or play different games and have fun. Every morning they spend a few minutes making their plans for the day. Then they have project time. Some students sit at their desks and some others are in the kitchen or computer room. After lunch, they have quiet time. Students think or read during this time. Then they have more project or group work until the end of the day. It may sound too strange to you, but this is all about the Agora school.

## Track 5 (see pages 18-19)

## Track 6

1. important
2. unimportant
3. possible
4. impossible
5. user-friendly
6. useful
7. useless
8. strange

### Track 7

1. Hi, Helen. Am sorry can't come now am going to the meeting. My director will tell me what should do next week.
2. Thanks a lot for your advice did everything that you said and won the game.
3. can't meet you tomorrow will be busy all day long
4. don't know how to use this application. It isn't easy to use it

### Track 8

In my childhood, used to ride a bicycle remember had a green bicycle and loved riding it very much. Now don't ride bicycles any more. have a car and drive it to work every day

Many years ago, used to watch TV a lot. But now don't have much free time, don't watch TV any more - read the news on the Internet

systematically also enjoyed my daily life. liked playing football and reading books. So, had a good balance between my studies and free time. In my childhood, wanted to be an engineer. loved studying math. But also understood the importance of learning other subjects such as physics and chemistry. Could see all subjects in different parts of our life. So all topics were interesting to me.

Please tell us about your work at Massachusetts Institute of Technology

Tura Khudiyev: worked with a team of scientists. In June 2012 we created a special digital fibre. The fibre can sense, store, and analyse information. Imagine wearing a shirt on a special day in your life. This shirt can store the music that you listened to that day. You can also use this fibre to find and control health problems.

That sounds really interesting. Do you have a message to young people in your country?

Tura Khudiyev: Make sure that you have clear goals and that you do your best to achieve them. Also, just being a successful person is not

### Track 9

Interviewer: Hello, everyone. Today we have a special guest with us - Tura Khudiyev, a young scientist from Azerbaijan. It's so nice to have you with us.

Tura Khudiyev: Thank you. It's a pleasure to be here.

Interviewer: Please tell us about your childhood.

Tura Khudiyev: can say that enjoyed my childhood. When was young, had dreams for the future. That is why studied school subjects

Interviewer

Tura Khudiyev:

Interviewer

Tura Khudiyev:

# Audio scripts

enough. Be a trustworthy person and practise good morals in your life.

**Interviewer:** Thank you for joining us today.

**Tunai Khudiyev:** It's my pleasure.

technology. The competition is on January 1, I am very excited. Want that day to come soon.

3. My dancing technique is good, but still need to improve my moves.
4. People always praise me for my singing ability. But I am not sure sing well.

## Track 10

1. Chester Greenwood invented earmuffs in 1873. He was 15 years old when he made this invention. He became the owner of an earmuff factory ten years later.
2. Benjamin Franklin was born on January 17, 1706. He was a very good swimmer. He invented swim fins at the age of 11.
3. Robert Patch was one of the youngest inventors. He invented toy trucks when he was 6 years old. He used a shoe box and bottle caps to make the first toy truck.
4. Albert Sadacca invented Christmas lights at the age of 15. Before his invention, people put real candles on Christmas trees.

## Track 11 (see pages 36–37)

### Track 12

1. give up
2. work on sth
3. look forward to (doing) sth
4. make q.
5. put sth off
6. find out sth
7. believe in sb
8. take up sth

### Track 13

1. cannot work with my hands. But I want to start drawing with my toes. don't draw very well now but I'll never stop trying.
2. want to enter my invention into a European competition for new green

## Track 14

Alex was talking on the telephone while Celine was helping Mrs Shelly to gather leaves. At that time Kamal was sleeping under the tree. Leyla and Kody were drawing something when they saw a snake near Kamal. Then they saw Almury behind the tree. She was laughing and showing them to Peter. Peter had a small device in his hand. While he was playing with that device the snake was moving closer and closer to Kamal. While all these were happening, Freddy was calmly playing his guitar. When he saw that Leyla and Kody were very afraid, he stood and picked the snake and took it to the teacher. It was a toy snake and Peter was controlling its movement. After the teacher talked to Peter and Almury, they understood their mistake and said sorry to everyone.

## Track 15

- Aline:** What are you doing, Kamil?
- Kamil:** I'm preparing a presentation about Faig Ahmed.
- Aline:** Oh, I really like his works very much. He is very talented.
- Kamil:** Do you know about him?
- Aline:** Yes, I even met him yesterday. In the carpet museum I was looking at the carpets when suddenly saw him. He was giving

an interview to the journalists. He was talking about his works in the foreign museums.

Kamil: Does he have carpets in foreign museums?

Allna Yes he does. I learned about that yesterday while he was answering the questions. Was listening to him. He talked about his exhibitions in Norway, France and some other countries. I don't remember all the countries.

Kamil: I'll add this information to my presentation. Thank you, Allna, very much.

Allna You are welcome, Kamil. Yesterday, I took his photo in the museum. Do you want to add that photo to your presentation as well?

Kamil: That'd be great, Allna.

#### Track 16 (see pages 54-55)

#### Track 17

1. travel agency
2. organise a tour
3. tour guide
4. go on a cruise
5. destination
6. luggage
7. single ticket
8. return ticket

#### Track 18

Travel agent: Can I help you?

Mrs Harmer: Yes, you can actually. This is the brochure of the holiday you sold us.

Travel agent: Oh, yes. I remember you.

Mrs Harmer: Believe you had a great time.

Mrs Harmer: No, I didn't. I'm very angry about it. I want to complain about your service.

Travel agent: What was the problem?

Mrs Harmer: First, I got a single ticket instead of a return ticket. Paid \$ 300 at the airport and changed the ticket. When I got to Sunny Island, I was shocked. The hotel wasn't as nice as it's in the brochure. The hotel room was very small and had no sea view. And the food was terrible. I stayed there for 10 days from the seventeenth to the seventeenth of July.

Travel agent: I am really sorry about it.

Mrs Harmer: We didn't have any tour guides. Now, I want my money back.

Travel agent: OK. I'll speak to the company director. Can I have your phone number? I'll contact you soon.

Mrs Harmer: OK. It's 058 345 677 21.

Travel agent: So, 058 345 677 21. I'll see what I can do.

#### Track 19

1. Ben was the winner of the Olympic Games last year, wasn't he?
2. You cannot travel there by ship, can you?
3. The new book isn't interesting enough, is it?
4. Mr Berry and his class will go hiking next month, won't they?
5. This mask looks terrifying, doesn't it?
6. The film is too boring to watch. Isn't it?

#### Track 20

Two years ago, I decided to have my travel blog. That time I was studying in tenth grade and planning to become an English teacher. One day I saw a travel blog on the

# Audio scripts

Internet and decided to take up blogging when I was a child. Often travelled with my family. We didn't have enough money to travel abroad, so we visited different regions of Azerbaijan. My father loved taking photos of the places we visited.

My blog is in English and a lot of people from all over the world follow my blog, often share photos of unusual places in Azerbaijan. Last month, got more than 15,000 likes for a picture I took in Lerik. I also like sharing information about interesting traditions in different regions of Azerbaijan. My followers enjoy reading this information and they often leave comments comparing their culture with Azerbaijani culture.

I have some plans for the future. I'm planning to open my own travel agency. Even have a name for it - Incredible Tours. Want to organise interesting tours to different parts of Azerbaijan. I have enough information about every corner of my country. Sometimes my parents say that I should write a travel book about our country, but I don't think I'll do it because writing books is not for me.

## Track 21 (see pages 72–73)

### Track 22

1. confident
2. generous
3. optimistic
4. serious
5. reliable
6. honest
7. patient
8. fun-loving

### Track 23

- Speaker 1:** My friend Murad doesn't smile often. He never makes jokes or listens to them.
- Speaker 2:** My friend Jane thinks positively about the future. She often says that everything will be alright.

- Speaker 3:** I can tell all my secrets to Komile. I know she will never share them with anybody else.

- Speaker 4:** My friend Nur never panics in danger. She just walks calmly.

- Speaker 5:** I enjoy spending time with my friend Kylie. Always laugh a lot when we are together.

### Track 24

- Leyla:** Hi, Jessica. It's Leyla. How are you?

- Jessica:** Hi, Leyla. I'm fine thanks. What about you?

- Leyla:** I'm very well thanks. Got your email. I think we can become very good friends. I'm sure if we become friends, we'll have a great time. We can study or do sports together.

- Jessica:** That's great.

- Leyla:** Nick says you know math very well, but I'm not good at it. If we study it together, we'll get better grades.

- Jessica:** That's a great idea. We can meet tomorrow and study math together.

- Leyla:** We'll meet in the library at 2 o'clock if you don't mind.

Jessica: That's OK with me. I'll call you tomorrow morning if I can't come.

Leviev Okay

Track 25

15

If you ever find yourself stuck in the middle  
of the sea  
I'll sail the world to find you  
If you ever find yourself lost in the dark and  
you can't see  
I'll be the light to guide you

**Find out what we're made of  
When we are called to help our friends in  
need**

You can count on me like 1, 2, 3  
I'll be there  
And know when need it  
can count on you like 4, 3, 2  
And you'll be there  
Cause that's what friends are supposed to  
do, oh yeah  
Ooh-ooh-ooh-ooh-ooh  
Ooh-ooh-ooh-ooh-ooh  
Ooh, yeah, yeah

If you're tossin' and you're turnin'  
And you just can't fall asleep  
I'll sing a song beside you  
And if you ever forget how much you really  
mean to me  
Every day will remind you, oh

**Find out what we're made of**  
**When we are called to help our friends in need**

You can count on me like 1, 2, 3  
I'll be there  
And know when need it  
can count on you like 4, 3, 2  
And you'll be there  
'Cause that's what friends are supposed to  
do oh yeah  
Ooh-ooh-ooh-ooh-ooh  
Ooh-ooh-ooh-ooh-ooh  
Ooh, yeah, yeah

You'll always have my shoulder when you cry  
I'll never let go  
Never say goodbye  
You know,  
You can count on me like 1, 2, 3

And know when need it  
can count on you like 4, 3, 2  
And you'll be there  
'Cause that's what friends are supposed to  
do, oh yeah  
Ooh-ooh-ooh-ooh-ooh  
Ooh-ooh-ooh-ooh-ooh  
Ooh

You can count on me cause I can count on you

### **Track 26 [music only]**

**Track 27** (see pages 90-91)

Trabajos 28

- 1 science fiction
  - 2 adventure films
  - 3 mystery movies
  - 4 documentaries

# Audio scripts

- 5. special effects
- 6. reviews
- 7. film critic
- 8. to star

## Track 29

1. The film was just great. We laughed a lot. It is in the cinemas till the end of the week. Watch it - I am sure you will like it.
2. Her reviews are always interesting. Always read her reviews about the movies before watching them.
3. The boys in the front seat are very tall. Can't see the screen very well. There are some empty seats. Can we change our seats?
4. If a film has 3D animation in it, it is very interesting to watch. The film Hugo is a great example of it. The scenes are so realistic.

## Track 30

- Daniel: Lamiya, where might we go tomorrow?
- Lamiya: don't know, but we could go to the cinema or we may go bowling.
- Daniel: Oh, you know bowling isn't for me, but going to the cinema is OK. What is on in the cinema?
- Lamiya: The new Disney film Moon Knight is on this week. We might watch it.
- Daniel: That sounds interesting. The weather seems fine. We could walk in the boulevard after the movie.
- Lamiya: I'm afraid, can't. My legs hurt me after the last basketball match. I can't walk much.

- Daniel: Sorry to hear that.
- Lamiya: But we may have pizza for lunch and then watch the movie.
- Daniel: Great. So, are we meeting in the cafe?
- Lamiya: Yes, let's meet at half past 12 in our favourite cafe. Please don't be late.
- Daniel: Don't worry, won't.

## Track 31

Thank you for calling City Cinema. If you want to get information about our cinema press 1. If you want to talk to the operator press 2.

The cinema is open from 9 a.m. till 11 p.m. You can find different types of movies in our cinema. The ticket price depends on the movie and time you choose. It changes between 2 manats and 10 manats.

Every spring we have film festivals and we show movies from different countries. This week we show British movies. The tickets cost 6 manats. But we have special discounts for students this week. The student tickets cost 3.50.

Don't forget to visit our new cafe. It is next to the main hall. The old cafe won't work for 2 months.

If you want more information about our cinema and schedule, please visit our website.

## Track 32 (see pages 109-109)

### ANIMATION SCRIPTS

- Katelyn: May I sit here?
- Shams: Yes, of course!
- Katelyn: I'm sorry to interrupt you, but could I borrow your pen? I need to take some notes.

- Shams:** Sure. Here you are.
- Katelyn:** Can I open the window? It's hot here.
- Shams:** I'm sorry, but you'd better not. When that window is open, all the papers blow around.
- Katelyn:** Can I turn on the air conditioner?
- Shams:** Yes, feel free to turn it on.
- Katelyn:** I'm sorry to interrupt you again, but can I use that water dispenser?
- Shams:** Sure. Let's drink it outside because there are a lot of books on the table and we can spill water over the books.
- Katelyn:** OK. Shams.
- Daniel:** I later. Where were you, Daniel?
- Katelyn:** I called you, but you didn't answer.
- Daniel:** The bus broke down and my phone's battery died so I couldn't call.
- Katelyn:** Thank God you are OK. Please come and have a look at my computer.
- Daniel:** What's wrong with it?
- Katelyn:** I tried to turn it on, but it didn't work. Don't know why.
- Daniel:** Oh dear, you just need to charge your computer.
- Katelyn:** I hope one day they will invent a computer that needs no charging.

## UNIT 2

- Shams:** What's the matter with you, Katelyn? You look upset.
- Katelyn:** I need to make a presentation about great inventors for tomorrow, but my computer isn't working.
- Shams:** Don't worry, Katelyn. Just ask Daniel to look at it.
- Katelyn:** Daniel is not at home. I called him a minute ago, but he didn't answer.
- Shams:** Don't panic. I'm sure he will be at home soon.
- Katelyn:** I am worried about him! It is too late.
- Shams:** Calm down, Katelyn. You will make yourself ill. I am sure everything is alright.
- Katelyn:** Wait. Someone is knocking at the door. Oh, it's Daniel. Talk to you

## UNIT 3

- Shams:** Would you like to come to a concert on Sunday?
- Katelyn:** I'd love to come, thanks. What time does it start?
- Shams:** At 7 o'clock.
- Katelyn:** It works for me.
- Yahya:** How about you, Daniel? Do you fancy coming?
- Daniel:** I'd like to come but we have a group project on Monday, and am going to meet my classmates on Sunday to work on it.
- At the concert**
- Katelyn:** The music is great.
- Yahya:** It's called Sari Gelin, the traditional Azerbaijani song. Remember my grandmother used to sing it when I was a child and she says her grandmother also used to sing it.
- Katelyn:** That is so lovely. I'll play it to

# Audio scripts

Daniel on YouTube. And I hope he will love it.

*At the concert*

Katelyn: Thank you very much. I had a wonderful time.

Shams: It is my pleasure.

**UNIT 4**

Yahya: Dear Katelyn, thank you very much for the lovely cup. It is so beautiful that I'll be afraid to use it. I don't want to break it.

Katelyn: Not at all! I am glad you liked it. I bought it in England. I hope you will use it for many years.

Yahya: Daniel, thanks a lot for the ball.

Daniel: Look here. There is a famous footballer's signature on it.

Yahya: Wow! It is Ronaldinho's signature. You know he is my favourite footballer. Many thanks for this great present.

Daniel: You're welcome. It's my pleasure.

Shams: And here is my present. Please see what's inside.

Yahya: Wow! What a nice present!

Shams: It is a new book by your favourite author Chingiz Aitmatov.

Yahya: Thanks a lot for giving me this amazing book.

Shams: It is my pleasure.

**UNIT 5**

Yahya: Shams says you are moving to a new house. Would you like a hand?

Daniel: That's very kind of you, Yahya. I'll be great if you help.

Yahya: Then, I'll be there in 15 minutes.

*15 minutes later*

Daniel: Thanks for coming, Yahya. Could you please carry this box?

Yahya: Certainly. Would you like a hand to carry those heavy bags?

Daniel: That would be great.

Shams: Is there anything I can do?

Danigl: Thanks a lot, Shams. Could you please help Katelyn? She is packing the clothes in the bedroom.

Shams: Sure, Katelyn, do you need any help?

Katelyn: That's very kind of you, but I finished packing clothes just now.

Shams: Then, I'll make myself useful by making some tea.

Katelyn: Thank you, Shams. That would be lovely.

Daniel: Thanks for your help, dear friends.

**UNIT 6**

Shams: Daniel, I need your advice. My family is planning to go abroad this summer. You travel a lot and you know a lot about different countries. Please advise where to go.

Danigl: I wouldn't advise you to go to Australia at this time of year because it is winter there now. You'd better go there in October. October is the start of their summer.

**Yahya:** What about Kenya? You travelled there two years ago. Did you enjoy your visit?

**Katelyn:** It was great to be there but you need to get all the vaccinations against different diseases before you travel there.

**Shams:** What about somewhere in Europe?

**Daniel:** I recommend you go to Italy. You know we visited Italy last year. We

had a great time there. You can hire a car when you get there and visit different cities in Italy.

**Yahya:** How about Canada?

**Katelyn:** That'll be a good choice. You can visit Niagara Falls while you are there. There are a lot of excellent hotels and you can stay in one of them.

**Yahya:** Thanks a lot for your advice.

# Wordlist

## JNT 1

annoy (v.) /ə'nɔɪ/	to make sb a little angry
annoying (adj.) /ə'nɔɪŋ/	making you feel a little angry
attend a school (ə'tend ə sko:l)	to go to school
award (n.) /ə'wɔ:d/	a prize for sth
bad at sth (ba:d ət sum'θɪ)	not to do sth very well
bore (v.) /bo:r/	to make sb feel bored, especially by talking too much
brilliant (adj.) /'brɪljənt/	very good
call a meeting /kɔ:l ə'meɪtiŋ/	to organise a meeting
confuse (v.) /kə'fju:z/	to make sb feel that they do not understand sth happening every day
daily (adv.) /'deɪli/	very pleased
delighted (adj.) /dɪ'læktɪd/	to find out sth that you didn't know before
discover (v.) /dɪ'skʌvər/	to talk about a subject with sb and tell each other your ideas or opinions
discuss (v.) /dɪ'skʌs/	a picture made with a pencil or pen
drawing ,n /'drɔ:in/	attractive in appearance
elegant (adj.) /'elɪgənt/	very big
enormous (adj.) /ɪ'nɔrməs/	to make sb feel very pleased, interested, especially about sth that is going to happen
excite (v., /ɪk'sa:t/)	very tired
exhausted (adj.) /ɪg'zɔ:tɪd/	very interesting
fascinating (adj.) /'fæsɪneɪtɪŋ/	Tell sb that they can do sth
Feel free to do sth. /fl̩ fr̩/ to do sum'BINy	to discover what one wants to get
find one's own way /faɪnd wɔ:nz aʊn weɪ/	flowing of water onto land more than its normal limits
Food (n.) /fu:d/	very cold
frosting (adj.) /'frɔ:stɪŋ/	to make sb suddenly feel afraid
frighten (v.) /'frɪ:tɪn/	the group of people who control a country
government (n., /'government/)	very difficult to believe
Incredible (adj.) /ɪn'krɪdəbl̩/	in place of sb or sth else
Instead (adv., /ɪn'ste:d/)	to say or do sth to stop sb when they are speaking or doing sth else
Interrupt (v.) /ɪn'terupt/	a school for children between the ages of about two and five
Kindergarten (n.) /'kɪndə ga:tɪn/	the surface of the earth that is not sea from a particular place or small area
land (n., /la:nd/)	to laugh at sb
local (adj.) /'lo:kəl/	
make fun of sb (make fun of sum'bod̩)	

move (v. /muːv/)	to change the place where you live have your work etc
pick sb up /pɪk ʌpɪbdəf Apɪ/	to take sb from a place
playground (n.) /'pleɪgrond/	an area of land where children can play, especially at a school or in a park
quiet (adj.), /'kwaɪət/	not noisy
race (n. /reɪsəf/)	a competition between people, animals, vehicles etc to see which one is the fastest
realise a dream /'riəlaɪz ə drɪm/	to make one's dreams come true
relax (v. /'rɪlæks/)	to rest while doing nothing or by spending time doing enjoyable things
return (v., /rɪ'tɜːrn/)	to go back
riverside(n. /'rɪvəsaɪd/)	the land at the side of a river
rule (n. /ruːl/)	an instruction that tells you what you can or can't do
run (v., /rʌn/)	1 to make oneself go forward by moving the legs very quickly 2 to work the only
single (adj. /'sɪŋgəl/)	slow to learn, not clever
stupid (adj.) /'stjuːpid/	to have a short sleep
take a nap /næp/ a nap/	to write down sth
take notes /teɪk nəʊts/	having a natural ability or skill
talented (adj.) /'teləntɪd/	to make sb feel very scared
terrify(v.) /'terɪfaɪ/	very scary
terrifying (adj.) /'terɪfaɪɪŋ/	a group of houses usually in the countryside
village (n. /'vɪlɪdʒ/)	a person who lives in a village
villager (n. /'vɪlɪdʒəf/)	to think about unpleasant things that can happen or about problems that you have
worry (v.) /'wʌri/	

cave (n.) /keɪv/



air conditioner (n.,  
see Kan dif'neɪʃən)



water  
dispenser (n.,  
Wɔːr dɪspensəf/)



spill water over sth /spɪl  
wɔːtər əvər əvɛθɪŋ/



# Wordlist

## UNIT 2

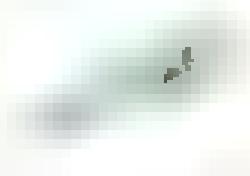
singhi (adj.) /'sɪŋgɪ/	OK, safe and well
application (n.) /əplɪk'eɪʃn/	a computer software
be in a hurry (bi'nɪ e'hɜːrɪ)	to be going somewhere very quickly, usually because you are late
calm sb down /kɔːm səm'bædɪ daʊn/	to stop someone feeling angry, sad or upset
cheap (adj.) /tʃe:pɪ/	not expensive
energy source /'enədʒɪ sɔ:s/	sth that can produce heat, power like, move objects, or produce electricity
famous (adj., 'fəməʊs)	known by many people
footstep (n., /'fʊtste:p/)	the sound or mark made each time your foot touches the ground when you are walking or running
green (adj. /grɪn/)	connected with the environment or its protection
grow (v., /grəʊ/)	to look after the plants and help them develop
have in common /hæv ɪn 'kɒmən/	to share interests, experiences, other characteristics with someone
hug (v.) /hʌɡ/	to put your arms around sb, especially to show that you like or love them
important (adj., /ɪm'pɔ:tənt/)	having a big effect on people or things
impossible (adj., /ɪm'pɔ:səblɪ/)	sth that cannot happen in the future
introduce oneself /ɪn'trodju:s əwən səlf/	to tell sb what your name is
invent (v., /ɪn'vent/)	to design or create sth for the first time
invention (n., /ɪn'venʃn/)	a machine that someone designed or thought of for the first time
inventor (n., /ɪn'venʃnər/)	a person who designed or created sth for the first time
panic (v. /pæni:k/)	suddenly feel so worried or frightened that you cannot think or behave calmly
pay for sth (v., /peɪ fər ə'mʌθɪŋ/)	to give sb money for sth
poor (adj. /puər/)	1 having very little money 2 used for showing that you feel sorry for someone
possible (adj.) /'pɔ:səblɪ/	sth that can happen in the future
power (v.) /paʊər/	to give energy to
raindrop (n., /'reɪndrop/)	drops of water coming from the sky
safe (adj. /se:fɪ/)	not in danger
share (v. /ʃeər/)	1 to give a part of sth to someone else, 2 to use or have sth at the same time as someone else
shout (v., /ʃaʊt/)	to say sth in a loud voice
spy (n., /spaɪ/)	a person who tries to get secret information about another country, organization or person

tear (n., /tɪər/)	a drop of liquid that comes out of your eye when you cry
ugly (adj., /'ʌglɪ/)	not beautiful
unimportant (adj., /'ʌnɪmɔːtɪpənt/)	not having a big effect on people or things
useful (adj.), /'juːsfl/	helpful for doing sth
useless (adj.) /'juːləs/	not helpful for doing sth
user-friendly (adj.), /'juːzə frɛndlɪ/	sth that is easy to use or understand
water (v.) /'wɔːtər/	to pour water on plants
windmill (n., /wɪndməl/)	a tall, thin structure with parts that turn round, used to change the power of the wind into electricity
worried (adj., /'wɔːrdɪd/)	thinking about unpleasant things that can happen or about problems that you have

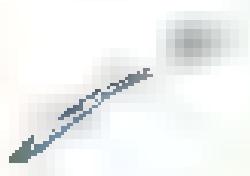
razor (n., /'reɪzər/)



toothpaste (n., /'tuːθpeɪst/)



toothbrush (n.) /'tuːθbrʌʃ/



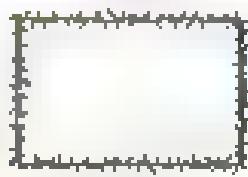
earmuffs (n.) /'ɜːmfləs/



swim fins (n., /swɪm fɪnz/)



bills (n., /bɪls/)



toy truck (n., /tɔɪ trʌk/)



mole (n., /'moʊl/)



# Wordlist

## UNIT 3

ability (n.) /ə'biliti/	the physical or mental power or skill for doing sth
accept (v., /ə'kɛpt/)	to say yes to an invitation
announce (v.) /ə'nounseɪs/	to tell people about sth officially
artwork (n.) /'ɑ:t wɜ:k/	a work of art, especially one in a museum
awake (adj.) /ə'weɪk/	not sleeping
blind (adj.) /blɪnd/	not able to see
bright (adj.) /brɪt/	strong in colour shining
burn (v.) /bɜ:n/	to cause a damage to a part of your body with sth hot
calculator (n., /kælkjʊleɪtər/)	a small electronic device for doing calculations
creative (adj.) /'kri:tɪv/	having a lot of imagination and new ideas
desire (n.) /dɪz'zaɪə/	a strong feeling that you want sth
downstairs (adv.) /'daʊnsteɪz/	to or on a lower floor of building
exhibition (n.) /ek'sɪbɪʃn/	a public show of art or other things
extraordinary (adj.) /ɪk'strɔ:dɪnəri/	very unusual, special or strange
fill (v., /fɪl/)	to make sth full
find out sth /faɪnd aʊt ˈθʌmθbɪ/	to get information about sth or learn a fact or piece of information for the first time
give up /gɪv ʌp/	to stop trying to do sth before you finish, usually because it is too difficult
handmade (adj.) /'hænd'meɪd/	made by a person using just hands or tools, not machine
heavily (adv., /'hevɪli/)	in a strong way
hold (v.) /həuld/	to take and keep sth in your hand or arms
human (n.) /'hju:mən/	a person
invitation (n., /ɪnvɪ'teɪʃn/)	the act of asking someone to come to an event
kid (v. /kɪd/)	to say sth as a joke
look forward to sth	be excited and pleased about sth that is going to happen
/lʊk, /ə wəd tə ə'mɒdɪŋ/	to become successful
make it /meɪk ɪt/	to invent stories
make up stories /mækəp əp əs tə rɪz/	worth remembering because of being special or unusual
memorable (adj.) /'memərəbl/	to learn sth so that you will remember it perfectly
memorise (v.) /memə'reɪz/	the ability to remember things
music player (n., /mju:zik 'pleɪə/)	an electronic device for playing music
parallel (adj.) /pə'reləl/	happening at the same time but separately
prove (v. /pru:ov/)	to show that sth is true

put sth off /put ə'ɒfɪ/ off  
special (adj.) /speʃəl/  
sweaty (adj.) /'swetɪ/  
talent (n.) /'telənt/

to change the time or date of sth to a later time  
not ordinary or usual  
wet with sweat  
a natural ability for being good at a particular activity

technique (n.) /teknɪk/  
unique (adj.) /ju'ni:k/  
unusual (adj.) /ʌnju'zjʊəl/

a way of doing sth using a special skill  
being the only existing one of its type or unusual different from others of the same type in a way that is surprising or interesting

waking (adj.) /'weɪkɪŋ/

used to refer to a period of time when you are awake

within /wɪn/

inside

work on sth /wɜ:k ən/ stamping

to spend time on sth and make it better

ribbon (n.)  
/rɪ'bɒn/



leapup (n.)  
/leɪpʌp/



jerk (v.)  
/dʒɜ:k/



wood (n.)  
/wʊd/



sand (n.)  
/sænd/



sweat (n., v.)  
/'swet/



# Wordlist

## UNIT 4

amazing (adj., /ə'meɪzɪŋ/)	very surprising
blog (n., /bɒgl/)	a website where people write about recent events or topics that interest them, usually with photos and links to other websites that they find interesting
blogger (n., /'blɒgər/)	a person who writes a blog
care (v., /keər/)	to think that sth is important and feel interested in it or upset about it
childhood (n., /'tʃɪldhʊd/)	the time when someone is a child
complain (v., /kəm'plæin/)	to share unhappy feelings about sth
cool (adj., /ku:l/)	used to describe sth that you like or enjoy
destination (n., /dɛstɪ'neɪʃn/)	the place where someone is going
follower (n., /'fɔ:ləwər/)	someone who chooses to see another person's posts on social media
forget (v., /fə'get/)	not to remember
frisbee (n., /'frɪzbē/)	a round piece of plastic that you throw to another person in a game
go on a cruise /'gru:s/ or a krus/	to visit a number of places by a ship or boat
ignore (v., /ɪg'ore/)	to pay no attention
increase (v., /ɪn'kri:s/)	to become greater in amount, number, value, etc
Inspire (v., /ɪn'spaɪər/)	to make someone feel that they want to do sth and can do it
interact (v.), interact /ɪn'teræk't/	to talk with other people
loser (n., /lu:zər/)	a person who is always unsuccessful at everything they do
lucky (adj.) /'lʌki:/	having good things happen to you by chance
luggage (n., /'lʌdʒɪdʒ/)	the bags that you take your things in for travelling bigger than the usual size
oversized (adj., /ə'versaɪzd/)	
pay attention /peɪət'ənʃn/	to watch, listen to, or think about sth carefully
preparation (n., /prə'peə'reɪʃn/)	the act of getting sth ready
puff up (v., /pʊf'ʌp/)	to become bigger and rounder or make sth bigger and rounder, especially by filling it with air
push away /pu:ʃə wəw/	to show that you do not want someone's help or attention
reach (v., /rɛ:tʃ/)	to arrive at
recent (adj., /'rɛnət/)	starting from or happening a short time ago
return ticket (n., /rɪ'tɜ:n 'tɪkɪt/)	a ticket to travel to your destination and back
single ticket (n., /'sɪŋgl/ 'tɪkɪt/)	a ticket to travel to your destination, but not back
social media (n., /'səʊʃl 'me:dɪə/)	websites where people share information using a computer or mobile phone

solve a problem /solvə p�ɒbləm/	to find a solution or an answer to a problem
space (n.) /speɪs/	an empty place
strength (n., /streŋθ/)	a good characteristic
thanks to (prep.) /θeŋks tu:/	with the help of
tour guide (n. /tu:/gaid/)	a person who shows tourists around places of interest
travel agency (n.) /'trævəl eɪdʒənseɪ/	a company or shop that makes travel preparations for people
travel agent (n. /'trævəl erdʒənt/)	a person who makes preparations for people who want to travel
treat (v. /tri:t/)	to behave in a particular way towards sb/sth
turn (n., /ta:n/)	the time when sb in a group of people should do sth different from
unlike (prep.) /ʌnlɪk/	not like
upstairs (adv., /ʌp steəz/)	towards or on the highest floor or floors of a building
view (n.) /vju:/	what you can see from a place
weakness (n. /'wi:knes/)	a personal problem
whole (adj.) /'həʊl/	in all parts

scarf (n., /skɑ:f/)



pufferfish (n., /'pa:fɪʃ/)



signature (n. /sɪgn'fɪ:tʃərɪ/)



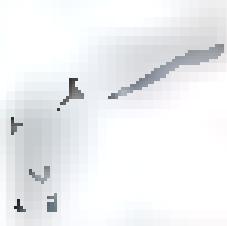
# Wordlist

## UNIT 5

brilliant (adj.) /'brɪljənt/	bright white
confident (adj.) /kənfɪdənt/	feeling sure about your own ability to do things and be successful
count on sb (count on somebody)	to rely on sb to support you or help you
density (n.) /'dɛnsiti/	how thick a solid liquid or gas is
empty (adj.) /'empti/	with no people or things inside
end (v.) /end/	to finish
fall asleep (to) /ə sli:p/	to begin to sleep
frosty (v., n.)	to become hard, and often turn to ice because of cold
friendship (n.) /frendʃip/	a relationship between friends
fun-loving (adj.) /fʌn'�vɪŋ/	enjoying the good or fun things in life
generous (adj.) /'dʒenərəs/	willing to give money, spend time etc, in order to help people
guess (v., n.)	to try and give an answer about sth without any facts
guide (v.) /gaɪd/	to show the way
hairdresser (n.) /'heə dresə/	a person whose job is to cut, wash and shape hair
honest (adj.) /'ənəsət/	always telling the truth
joke (n.) /dʒəʊk/	a short story, usually with a funny ending, which makes people laugh
keep a secret (to) /kə pə si:kət/	not to tell anyone about a secret that you know
lawyer (n., adj.) /'laʊjə/	a person who advises people about the law
light (adj.) /laɪt/	easy to lift or move; not weighing very much
mean (v., adj.) /mi:n/	to have an important emotional effect on someone
metall (v.) /mɛtlɪv/	to become or make sth become liquid
nursing home (n., nursing home)	a place where very old people who are ill live and get care
optimistic (adj.) /ɒptɪmɪstɪk/	believing that good things will happen in the future
patient (adj.) /'peɪənt/	being able to wait for a long time
principal (n.) /'prɪncɪpəl/	the person who is in charge of a school
promise (v., promise)	to tell sb that you will do or not do sth
punish (v.) /'pʌnɪʃ/	to make someone suffer because they did sth wrong
reliable (adj.) /rɪ'liəbəl/	that you can trust

remember (v.) /rɪ'meber/	to help sb remember sth
role model (n., /'rəʊl mɒdəl/)	a person who sets an example for others
sail (v., /seɪl/)	to travel on or across an area of water in a boat or ship
save (v., /seɪv/)	to keep sth for future
seat (n., /siːt/)	a place where you can sit, for example a chair
serious (adj., /'sɪriəs/)	being quiet and not laughing a lot
silent (adj., /'saɪlənt/)	not speaking
smile (v., /smɪl/)	to make a happy or friendly expression in which the corners of your mouth curve up whether to move or to be moved
stuck (Adj.) /stʌkt/	to sit down
take a seat /æk tə sɛt/	to say sth that is not true
tell a lie /tel ə laɪ/	to tell sb that is true
tell the truth /tel ðə ðru/	to say sth very slowly
whisper (v.) /wɪ'sper/	

pour (v.) /po:/



a slice of cake /ə slɪks əv keɪk/



pull (v.) /pʊl/



float (v., /flaʊt/)



# Wordlist

## UNIT 6

arrangement (n.) /ə'rendʒmənt/	a plan for how sth will happen
aspect (n.) /'æspekt/	one part of a situation, idea, problem, subject, etc.
block (n., /blɒk/)	a large building with a lot of different buildings
car park (n.) /'kɑ:pɑ:k/	an area for leaving your car for a period of time
click (n., /kλɪk/)	the act of pressing a button on the mouse or a keyboard of a computer to operate it
collect (v.) /kə'lekt/	to get things and keep them for a particular reason
count (v., /kaʊnt/)	to have importance
critic (adj.) /'krɪtɪk/	someone whose job is to give their opinion about sth, especially films, books, music, etc.
discount (n.) /dɪskɔ:nt/	the fact of being less than usual price
distance (n.) /'dɪstɪns/	the amount of a space between two places
documentary (n.) /dokjʊ'mentri/	a film or television or radio programme that gives facts and information about a subject
farmland (n., /'fɑ:mlænd/)	land used for farming
fitting room (n.) /'fɪtɪŋ ru:m/	a room in a clothes shop where you can put on clothes before you buy them
futuristic (adj.) /fju:tʃɪstɪk/	extremely modern and unusual in appearance that seems to belong to the future
intend (v., /ɪn tɛnd/)	to have as a plan in your mind to do sth
intention (n., /ɪn tenʃn/)	a plan in your mind to do sth
leisure (n.) /'lɛzər/	activities that you do to relax or enjoy yourself
miss a chance /mɪs ə tʃɑ:nス/	not to use an opportunity to do sth
mystery adj., /'mɛstəri/	1. sth strange or not known; 2. a book or play especially about a crime or a murder, with a surprise ending that explains all the strange events
operator (n.) /'operatər/	a person who works for a telephone company and helps people with calls
organic (adj.) /'ga:gnɪk/	there is no or a very small amount of chemicals in organic food
performance (n., /pefɔ:məنس/)	how well a person, machine, etc. does a piece of work or an activity
possibility (n., /pə'siblɪti/)	a chance that sth may happen or be true
prediction (n., /pri'dekʃn/)	a statement about what you think will happen in future
producer (n., /'prə'dju:sər/)	someone whose job is to organise the work and money for a film
realistic (adj.) /'ri:əlistɪk/	seeming to exist or be happening in fact
review (n.) /'rɪvju:/	a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc.

**scene** (n.) /'seɪnə/

a part of a play or film in which events happen in the same place or period of time

**schedule** (n., /'skejdʒəl/)

a plan of activities and when they will happen, for example, when classes happen or when buses etc leave and arrive

**science fiction** (n.) /'saɪəns fɪkʃn/

books, films or cartoons about an imaginary future especially about space travel or other planets

**secondhand** (adj., sek'ənd'hænd/)  
see sb off (le to someone ob

not new, owned or used by someone else before you  
to go somewhere such as a station or airport with someone in order to say goodbye to them

**self** (n., /self/)

who you are and what you think and feel

**special effects** (n.) /speʃəl i'fekts/

an unusual sound or image in a film, created by artists or using computer technology

**star** (v., /stɑ:t/)

if a film, play, etc stars someone, or if someone stars in a film, play, etc he/she is the main actor in it  
to happen

**take place** (happens)

to do what you said you would do

**traffic jam** (n.) /'traefɪk dʒæm/

a long line of vehicles on a road that cannot move or only move together very slowly

**virtual** (adj., və:tjuəl)

1 used to describe sth that we do on the computers or see on the Internet 2 created by computer technology and not existing in the physical world

**ripple** (n.) /'rɪplə/



**rope** (n.) /rəʊp/



**press** (v., /pres/)



**wave** (n.) /weɪv/



# Irregular verbs

<b>be</b>	/bi/	<b>was/were</b>	/wəz, /wərə/
<b>become</b>	/bɪ'kʌm/	<b>became</b>	/bɪ'keɪm/
<b>begin</b>	/bɪ'gɪn/	<b>began</b>	/bɪ'gæn/
<b>break</b>	/breɪk/	<b>broke</b>	/brəʊk/
<b>bring</b>	/brɪŋ/	<b>brought</b>	/brɔ:t/
<b>build</b>	/bɪld/	<b>built</b>	/bɪlt/
<b>buy</b>	/baɪ/	<b>bought</b>	/bo:t/
<b>catch</b>	/kætʃ/	<b>caught</b>	/kɔ:tʃ/
<b>choose</b>	/tʃu:z/	<b>chose</b>	/tʃauz/
<b>come</b>	/kʌm/	<b>came</b>	/keɪm/
<b>cost</b>	/kɒst/	<b>cost</b>	/kɒst/
<b>cut</b>	/kʌt/	<b>cut</b>	/kʌt/
<b>do</b>	/du:/	<b>did</b>	/dɪd/
<b>drew</b>	/drəʊ/	<b>drew</b>	/drəʊ/
<b>drink</b>	/drɪŋk/	<b>drank</b>	/dræŋk/
<b>drive</b>	/drɪv/	<b>drove</b>	/drəʊv/
<b>eat</b>	/eɪt/	<b>ate</b>	/et/
<b>fall</b>	/fɔ:l/	<b>fell</b>	/fəl/
<b>feel</b>	/fi:l/	<b>felt</b>	/fəlt/
<b>fight</b>	/fætʃ/	<b>fought</b>	/fɔ:t/
<b>find</b>	/faɪnd/	<b>found</b>	/faʊnd/
<b>fly</b>	/flai/	<b>flew</b>	/flu:/
<b>forget</b>	/fə'get/	<b>forgot</b>	/fə'got/
<b>get</b>	/get/	<b>got</b>	/got/
<b>give</b>	/gɪv/	<b>gave</b>	/gəv/
<b>go</b>	/gəʊ/	<b>went</b>	/Wənt/
<b>grow</b>	/grəʊ/	<b>grew</b>	/grəʊ/
<b>have</b>	/hæv/	<b>had</b>	/hæd/
<b>hear</b>	/hɪə/	<b>heard</b>	/hə:d/
<b>help</b>	/hɛlp/	<b>helped</b>	/həlpd/
<b>hurt</b>	/hɜ:t/	<b>hurt</b>	/hə:t/
<b>keep</b>	/kɪ:p/	<b>kept</b>	/kə:p/
<b>know</b>	/nəʊ/	<b>knew</b>	/nju:/
<b>learn</b>	/lɜ:n/	<b>learnt/learned</b>	/lə:nɪt/lə:ned/
<b>leave</b>	/lɪ:v/	<b>left</b>	/ləft/

let	/let/	let	/let/
lose	/lu:z/	lost	/lost/
make	/meik/	made	/meid/
meet	/mi:t/	met	/met/
pay	/peɪ/	paid	/peɪd/
put	/put/	put	/put/
read	/ri:d/	read	/red/
ride	/raɪd/	rode	/raud/
ring	/rɪŋ/	rang	/raenj/
run	/rʌn/	ran	/raen/
say	/seɪ/	said	/sed/
see	/si:/	saw	/so:/
sell	/sel/	sold	/soʊld/
send	/sɛnd/	sent	/sent/
sing	/sɪŋ/	sang	/saenj/
sit	/sɪt/	sat	/saet/
sleep	/slɪ:p/	sleep	/slept/
speak	/spi:k/	spoke	/spaʊk/
spend	/spend/	spent	/spent/
stand	/stænd/	stood	/stœd/
swim	/swim/	swam	/swaem/
take	/teɪk/	took	/tu:k/
teach	/ti:tʃ/	taught	/ta:tʃ/
tell	/tel/	told	/tauld/
think	/θɪŋk/	thought	/θɔ:t/
throw	/θraʊ/	threw	/θru:/
understand	/,ʌndə'staend/	understood	/,ʌndə'stud/
wake	/weɪk/	woke	/wəuk/
weat	/weəl/	wore	/wo:/
win	/wɪn/	won	/wo:n/
write	/raɪt/	wrote	/raʊt/

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# Buraxılıq məlumatı

## İNGİLİZ DİLİ

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İngiliz dili fəsaslı yanıcı dili formu üzrə

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Sifariş: , Tiraż 147840, Pulevz, Bakı - 2022

Olyauzmanın yüksəmə verildiyi və çapla imzalandığı tarix: 12.06.2022

Çap məhsulunu nəşr edən:

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(Bakı, AZ1143, Hüseyn Cavid pr., 111)

Çap məhsulunu istehsal edən:

"Təhsil Nəşriyyat-Poliqrafiya" MMC  
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